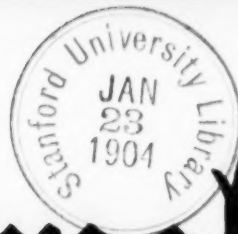


THE AMERICAN  
**School Board Journal**

*January*



January, 1904

Vol. XXVIII, No. 1.

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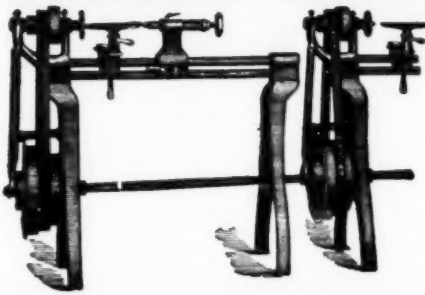
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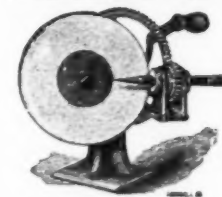
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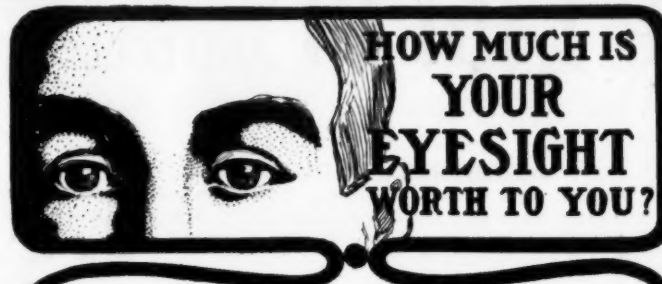


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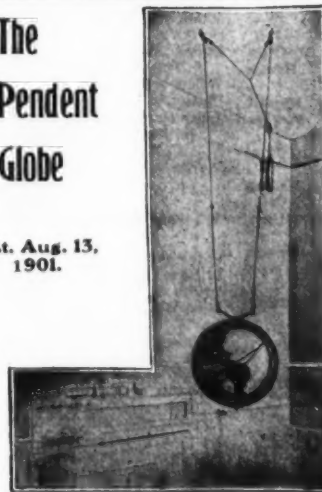
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## ABBREVIATIONS.

American	American Book Co.	Cincinnati, New York, Chicago.
Appleton	D. Appleton & Co.	New York, Boston, Chicago.
Barnes	A. J. Barnes Publishing Co.	New York, St. Louis, Mo.
Central	Central School Supply House	Chicago, New York.
Educational	Educational Publishing Co.	New York, Chicago.
Flanagan	A. Flanagan Co.	Chicago.
Ginn	Ginn & Co.	Boston, New York, Chicago.
GREGG	Gregg Publishing Co.	Chicago.
Heath	D. C. Heath & Co.	Boston, New York, Chicago.
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago.
Jenkins	Wm. R. Jenkins	New York City.
Lippincott	J. B. Lippincott Co.	Philadelphia.
Longmans	Longmans, Green & Co.	New York.
Maynard	Maynard, Merrill & Co.	New York, Chicago.
Merriam	G. & C. Merriam Co.	Springfield, Mass.
Morse	The Morse Co.	New York, Chicago.
Myers	Myers, Fishel & Co.	Harrisburg, Pa.
Macmillan	The Macmillan Co.	New York, Chicago.
McNally	Rand-McNally & Co.	Chicago.
Pitman	Isaac Pitman & Sons	New York.
Prang	Prang Educational Co.	Boston, New York, Chicago.
Sadler	Sadler-Rowe Co.	Baltimore.
Sanborn	Benj. H. Sanborn & Co.	Boston, New York, Chicago.
Scott	Scott, Foresman & Co.	Chicago, New York.
Scribner	Charles Scribner's Sons	New York, Boston, Chicago.
Silver	Silver, Burdett & Co.	Boston, New York, Chicago.
Sower	Christopher Sower Co.	Philadelphia.
Thompson	Thompson, Brown & Co.	Boston, Chicago.
University	University Publishing Co.	New York, New Orleans.

<b>ALGEBRA.</b>	
Milne Series	American
White's Gram. School	"
Downey's Higher	"
Hull's	"
Sheldon Series	"
Olney's Series	"
Slaught's Elements	Appleton
Principles	"

<b>ART.</b>	
Wentworth Series	Ginn
Reman & Smith	Ginn
Wells' Series	Heath
Bowser's Series	"
McCurdy's Drill Books	"
Freeland's	Longmans
Hall & Knights	Macmillan
Thompson's New	Maynard
Atwood's Series	Morse
Durell & Robbins Series	Myers
Collins' Series	Scott
First Book	Silver
Lilly's Series	"
Brooks' Series	Sower
Beginners'	Thompson
Bradbury Series	"
Fairbanks & Hebdon	"
Sanford's Ele.	University
Nicholson's Ele.	"
Venable Series	"

<b>ARITHMETIC.</b>	
Milne Series	American
Ballou Series	"
Ballou-Wiemer Series	"
Baird's	"
Hornbrook's	"
White's	"
New Franklin Series	"
Sheldon's Series	"
Stoddard's New Int.	"
Hull's	"
New American	"
Springer's Com.	Appleton
New Higher	Flanagan
Practical	"
Wentworth Series	Ginn
Speer's	"
Beman & Smith	"
Prince's	"
Walsh's Series	Heath
Eaton's	"
Atwood's Series	"
Sutton & Kimbrough's	"
White's Series	"
Colburn's	Houghton
Lippincott's	Lippincott
McLellan & Ames' Series	"
Thompson's 1st Les.	Maynard
Thompson's Complete	"
Rand-McNally Prim'y. McNally	"
Rand-McNally Practical	"
Hewitt's Manual for Teachers	"
Carroll's Series	Morse
Durell & Robbins Series	Myers
Normal Questions In	"
Quincy Graphic	"
Counting House Arithmetic	Sadler
Commercial Arithmetic, College Ed.	"
Commercial Arithmetic, School Ed.	"
Resentials of Arithm.	"
Swift & Reliable Short-hand	"
Richardson's Commercial Law	"
Belfield's Ele.	Woott
Brooks' Rational	"
Belfield's	"
Normal Course	Silver
Pierce's Series	"
New Complete	"

<b>ASTRONOMY.</b>	
Todd's New	American
Bowen's	"
Steele's	"
Newcomb's	"
Comstock	Appleton
Young's	Ginn
Sharpless & Phillips	"
Ball's Elements	Lippincott
Howe's Elements	Silver
Peck's Constellations	"

<b>BIOLOGY.</b>	
Dodge's	American
Boyer's	Heath
Birdgood's	Longmans
Parker's	Macmillan

<b>BOOKKEEPING.</b>	
Bryant & Stratton's American	"
Eclectic	"
Palmer's	"
Mayhew's	"
Gay's	Ginn
Shaw's Ele	Heath
Seavy's Practical	"
Montgomery's Mod.	Merrill
Powers' Single Entry	Powers
First Less.	"
Complete Accountant	"
Office Methods	"
Comm. Industrial	Sadler
Inductive Set	"
Hall's Art of Accounts	Silver
Mayhew's Series	"
Lyte's Book	Sower
Meservy's	Thompson
American Accountant	University

<b>BUSINESS FORMS.</b>	
Eaton's Series	American
Ward's Series	"
Merrill's	Merrill
Twenty Lessons In	Powers
Powers'	"

<b>BOTANY.</b>	
Aggar's Analysis	American
Coulter	Appleton
Caldwell's Lab. & Field Man.	"
Boyer's Tablets	Central
Bergen's	Ginn
Gray's	"
Wood's	"
Spalding's	Heath
Belley's Lessons	Macmillan
Nature Calendar	Morse

<b>CHEMISTRY.</b>	
Cooley's Text Book	American
Storer & Lindsay's	"
Kelser's Lab	"
Stoddard's Analysis	"
Irish's Analysis	"
Avery's Chemistry	"
Young	Appleton
Bradbury	"
Boyer's Tablets	Central
William's	Ginn
Shepard's Course	Heath
Inorganic	"
Isorganic	"
Note Book	"
Remsen's Organic	"
Newell's	"
Newell's Experimental	"
Greene's Lessons	Lippincott
Wurtz's Elements	"
Newth's Inorganic	Longmans
Thorpe's Quant. Anal.	"
Ele. Inorganic	"
Chem. Analysis	"
Chem. Lect. Exp.	"
Thorp & Muir Q. A.	"
Roscoe & Lunt's	Macmillan
Richardson's	"
Noyes' Qualitative	"
Talbot's Quantitative	"
Avery's	"
Peter's	Maynard
Ekeley's Elementary Experimental	Silver
Sprague's Shakespeare	"
Appleton's Series	"

<b>CIVICS.</b>	
Forman's	American
McClure's	"
Andrew's Manual	"
Practical Civics	Flanagan
Seelye's	Ginn
Dole's Am. Citizen	Heath
The Young Cit.	"
Wilson's The State	"
Pudson's Young Am.	Maynard
Jones & Sanford's Gov't In State and Nation	"
Martin's Hints	Scribner
Peterman's	American
Willoughby's Am. Cit.	"
Moses	Appleton
Macy's	Ginn
Davis'	"
Flickinger's	Heath
John Fiske's	Houghton
Strong and Schaffer's	"
Schwinn & Stevenson's	"
Young's	Lippincott
Normal Questions In	Myers
Mowry's Elements	Silver
Mowry's Studies	"
Finger's Lowry's	University

<b>CIVIL GOVERNMENT.</b>	
Peterman's	American
Willoughby's Am. Cit.	"
Moses	Appleton
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<b>COMMERCIAL HISTORY.</b>	
Marchant's Com'l Hist.	Pitman

<b>COMPOSITION AND RHETORIC.</b>	
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Haven's	"
Hill's	"
Swinton's School	"
Butler's School	"
Quackenbush's Pract.	"
Waddy's	"
New Franklin Series	"
Sheldon's Series	"
Hill's Elements (D. J.)	"
Hill's Science (D. J.)	"
Peterson's First	"
Everyday English	Educational
Steps In	Flanagan
Gennung's Series	Ginn
Calvin's Intro.	"
William's Practical	Heath
Strang's Ex. In Eng.	"
Pearson's Comp.	"
Spalding's Ele. Comp.	"
Lewis' Intro. Rhetoric	"
Webster's English Comp. and Literature	Houghton
Bates' Talks on Writing English	"
White's Everyday English	"
White's Words and Their Uses	"
Longmans'	Longmans
Baldwin's	"
Collard's Beginners	Maynard
Le Row's Practical	"
Kellogg's Book on	"
Carpenter's H. Sch. First and Second H. Sch. Course	Macmillan
Carpenter's Advance	"
Lewis' Writing Eng.	"
Lewis' Manuals (2)	"
Irish's Orthog. & Or-thoepy	Irish
Comp and Rhetoric	McNally
Normal Questions In	Myers
A Modern	Sanborn
Herrick & Damon	Scott
Welsh's Composition	Silver
Copeland & Rideout's Freshman English	"

<b>COPY BOOKS.</b>	
(See Penmanship.)	"

<b>DICTIONARIES.</b>	
Webster's School	American
Harper's Latin	"
Lewis' Latin	"
Harper's Classical	"
Appleton's Latin	Appleton
Cassell's French	"
Liddell & Scott's Greek	Ginn
Worcester	Lippincott
Blackley & Friedlander's German-Eng	Longmans
Longmans' Pocket	"
Contanseau's Fr.-Eng.	"
Pocket, Fr.-Eng.	"
Webster's International	Merriam
Collegiate	"
Brown & Haldeman	University
Clarendon	"

<b>DRAWING.</b>	
Eclectic Series	American
Tracy's	"
Augsburgs	Educational
National Course	Ginn
Thompson's Aesthetic Ser.	"
Mechanical Ser.	Heath
Thompson's N. Short Course	"
Anthony's Mechanical	Heath
Machine	"
Essentials of	"
Gearing	"
Daniels' Lettering	"
Bartholomew's Free	"
Natural Drawing Ser. 6	"
Morris' Teaching of Longmans	"
Geometrical	"
Wilson's Geometrical	"
Halle's Prac. Draw.	Maynard
Numbers	Potter
Elementary Course in Art	"
Instruction	Prang
Primary 1st Year (Manual)	"
Primary 2d Year (Manual)	"
Drawing Books (1-13) or (1-6)	"
Manuals for Books (6)	"
Course for Graded	"
Paper Folding and Cutting	"
Ball	"
Schools	Prang
Drawing Books (1-6)	"
Manual (1)	"
Course for Ungraded	"
Schools	"
Drawing Book (1)	"
Manual (1)	"
A Course in Water Color	"
Mechanical Drawing	"
Beullion	"

<b>ENGLISH LITERATURE.</b>	
Alden's Studies	American
Brook's English	"
Blaisdell's	"
Brooke's English	"
Halleck's English	"
Matthew's American	"
McNeill & Lynch's	"
Watkin's American	"
Eclectic Classics	"
Rolle's Classics	"
Choice Readings	"
Sel. from Am. Auth.	"
Sheldon's Readers	"
Shaw's Series	"
New History of Eng. and Am. Lit.	"
The Great Writers	"
Tyler's Manual of	"
Shaw-Backus Outl.	"
Twentieth Century Series	Appleton
Athenaeum Press Series	Ginn
Gayley's	"
Hudson's Shakespeare	"
Minto's	"
Lewis' Beginnings	"
Heath's Classics	Heath
Meklejohn's Hla. of	"
Corson's Browning	"
Shakespeare	"
Arden Shakespeare	"
Hawthorne & Lemmon's Am. Lit.	"
Heart of Oak Books	"
Bronson's American	"
Longman's Eng. Classics	"
Richardson's Amer. Houghton	"
Masterpieces Brit. Lit.	"
Riverside Series	"
Masterpieces Am. Lit.	"
Modern Classics	"
American Poems	"
Arnold's Manual of	"
College Requirements	"
Riverside School Library	"
American Prose	"
Simond's History	"
Eng. Lit.	"
Higginson and Boynton's Hist Am Lit	"
Bates's Talks on Study of Lit.	"
Perry's Study of Prose Fiction	"
Longman's Eng. Lit.	Longmans
Brooke's	Macmillan
Bates' Am. Lit.	"
Carpenter's Am. Prose	"
George's Chaucer to Arnold	"
Brooke-Carpenter	"
Canterbury Classics	McNally
Maynard's Series	Maynard
Kellogg on	"
Normal Questions In	Myers
Chittenden's Ele	Scott
Lloyd's Little Folks	"
Lake's Eng. Classics	"

<b>ECONOMICS.</b>	
Hull's Practical	Appleton
Guntton	"
Ely's Outlines	Macmillan
Andrews' Institutes	Silver
Bullock's Introduction	"

<b>ELOCUTION.</b>	
Kidd's	American
Murdock's	"
Southwick's	"
Bailey's Easen. of Reading	Butler
Fulton's	Ginn
Holyoak's	"
Trimble's New	"
Hyde's School Speaker	"
Smith's Reading and Speaking	Heath
Burrell's Clear Speaking and good Reading	Longmans

<b>FRENCH.</b>	
Sym's	American
Musard's	"
Bacon's	"
Worman's	"
Downer's First French Book	"
Classics (20th Century Series)	Appleton
Int. Modern	Ginn
Aldrich & Foster's Foundation	"
Dufour's Grammar	"
Edgren's Gram	Heath
Grandgent's Gram	"
Grandgent's Comp.	"
Super's Reader	"
Heath's Series	"
Heath Dictionaries	"
Fraser & Squair's Gram	"
Jenkins	"
Fountain's Livre	Heath
Grammar	Longmans
Ila. Second Reader and Grammar	"
Ila. First Conversational Reader	"
Longmans' Gram	"
Composition	"
Episodes from Modern Authors	"
Magnanat's Course	Macmillan
Kroen's	"
Le Row's Prac. Read.	"
Keetelen's Gram. & Read	Maynard
Maynard's Texts	"
Elementary French	"
La France	"
Anecdotes Nouvelles	"
Colloquial Conver.	Pitman
Pitman's	"
Ila. First Reader and De Borde's Ele.	Scott
Donay's Reader	Silver
Duffet's Method	Sower

<b>GEOGRAPHY.</b>	
Natural Elementary	American
Advance	"
Harper's (2)	"
Swinton's (2)	"
Eclectic (2)	"
Butler's Series	"
Barnes' (2)	"
Warren's	"
Mitchell's	"
Morton's Ele	"
Morton's Advanced	"
Appleton's	"
Fry's	Ginn
Longman's	Longmans
Chisholm's	"
Tarr & McMurray's (3)	"
Rand-McNally Prim'y. McNally	"
Rand-McNally Elem.	"
Rand-McNally Gram Sch	"
Carroll's Series	Morse
Pitman's Commercial	Pitman
Instructive Geography	Potter
Redway's G. of N. Y.	"
Maury's	University
(Physical)	"
Hinman's	American
Montell's	"
Guyot's	"
Gilbert & Brigham's	Appleton
(Physical)	"
Redway's Elementary	"
Davis'	Scribner
Dodge's Reader	Ginn
Tarr's	Longmans
Normal Questions In	Myers
Adams' Commercial	Appleton
Butler's Elementary	"
Warner's	American
Dana's	"
McFarland's	Sadler

<b>GEOLOGY.</b>	
Le Contes	American
Davis'	"
Brigham	Appleton
Shaler's First B. In	Heath
Tarr's Elements	Macmillan
Geographical Portfolio	Scribner
Hand Book-Prac.	"
Gove's	"
Hellipin's Earth	Silver



# School Board Journal

## GEOMETRY AND TRIG

Crockett's Trig.....American  
Campbell's Geom.....  
Hornbrook's Geom.....  
Milne's Geom.....  
Phillips & Fisher's Geom  
Phillips & Strong's Trig  
White's Geom.....  
White's Trig.....  
Olney's Series.....  
Hull's Ele. Geom.....  
Wentworth Series.....Ginn  
Beman & Smith.....  
Bailey & Woods.....  
Wheeler's Trig.....  
Duffee's Plane Trig.....  
Nichols' Trig.....  
Wells' Series.....Heath  
Bower's Series.....  
Hunt's Gram. School  
Geometry.....  
Waldo's Descriptive  
Geometry.....Heath  
Nichols' Analytic.....  
Chauverit's Series.....Lippincott  
Nichols'.....Longmans  
Gore's Plane & Solid.....  
Fell's.....  
Murray's Trig.....  
Noelting's Elements of  
Edward's Geom.....Macmillan  
Lock-Miller's Trig.....  
Loney's Trig.....  
Pettie's Plane Geom.....Silver  
Welsh's Trigonometry.....  
Brooks' Plane & Solid.....Bower  
" P. & S. Trig.....  
Bradbury's Ele. Pl.....Thompson  
" Trig.....  
" Geom. & Trig.....  
" Acad. Plane.....  
" Acad. P. & S.....  
" Trig. & Survey.....  
Venable's.....University

## GERMAN.

Keller's Series.....American  
Schmitt's Series.....  
Harris' Comp.....  
Huss' Reader.....  
Spanholz's Reader.....  
Joyne's Reader.....  
Nix Reader.....  
Learned's Ger. Gram-  
mar.....Appleton  
Jones's Ger. Reader.....  
Classics (20th Century  
Series).....  
Int. Modern Series.....Ginn  
Collar's Eysenbach.....Ginn  
Collar's Lessons.....Ginn  
Bernhardt's Course.....  
Stein's Exercises.....  
Joyne-Melander's Gram.  
.....Heath  
Harris' Ger. Lessons.....  
Heath's Series.....  
" Dictionary.....  
Guerber's Maerchen.....  
Deutscher Hiawatha  
Primer.....Houghton  
Jenkins.....Jenkins  
Hls. First Reader and  
David's Easy Stories.....  
Longman's Grammar.....  
" Composition.....  
Althaus' Grammar.....  
Beresford-Webb's Gram  
Macmillan's Series.....Macmillan  
Maynard's Texts.....Maynard  
Neue Anekdoten.....  
Deutschland und die  
Deutschen.....Maynard  
Beginner's.....  
Loebner's Reader.....Morse  
Gems of Literature.....  
Bernhardt's.....  
Eclectic.....  
Woman's.....  
Colloquial Convers.....Pitman  
Pitman's Practical.....  
Muller's Series.....Silver  
Silver Modern Language  
Series.....  
Knobloch's Ger. Simp.  
.....University

## GRAMMAR.

(See Language and Grammar.)

## GREEK.

Forman's.....American  
Gleason & Atherton's.....  
Harper & Castle's.....  
Goodell's Greek Gram-  
mar.....Appleton  
Bonner's Iliad.....  
Goodell & Morrison's  
First Book.....  
Pearson's.....  
Goodwin's Grammar.....Ginn  
White's First.....  
White's Beginners.....  
Seymour's Iliad.....  
Perrin & Seymour's  
Odyssey.....  
Collar & Daniels' Begin-  
ners Companion.....  
School Classic Series.....  
Bryant's Iliad.....Houghton  
Bryant's Odyssey.....  
Palmer's Odyssey.....  
Masterpieces of Greek  
Literature.....  
Ritchie's.....Longmans  
Arnold's Prose Comp.....  
Jones' Prose Comp.....Scott

## HISTORIES.

Eggelston's.....American  
McMaster's U. S.....  
Barnes (2).....American  
Eclectic (2).....  
Swinton's.....  
Scudder's U. S.....  
Munro's Mid. Ages.....Appleton  
Whitcomb's Europe.....  
Wrong's English.....  
McLaughlin's Amer.....  
Myer's Series.....Ginn  
Emmett's M. Ages.....  
Montgomery's U. S.....  
" English.....  
" French.....  
Thomas' U. S.....Heath  
Sheldon's U. S.....  
" General.....  
" Grk. and Rom.....  
Homan's Elem. U. S.....  
Thomas' Elementary.....  
John Fluke's U. S.....Houghton  
Larned's English.....  
Riverside Ring Se.....  
Ploetz's Epitome of.....  
Larned's U. S. Hist.....  
Tappan's Our Coun-  
try's Story.....  
Tappan's England's  
Story.....  
Morris Series (3).....Lippincott  
Oman's Greece.....Longmans  
How & Leigh's Rome.....  
Higginson's U. S.....  
Gardiner's Stud. Eng.....  
Ransom's England.....  
Robinson's Rome.....  
Higginson & Channing's  
England.....  
Channing's U. S.....Macmillan  
Shuckburg's Rome.....  
Botsford's Greece.....  
Robinson's Greece.....  
Adams' European.....  
Channing's Student.....  
" Gram. School.....  
Coman & Kendall's Eng.  
Anderson's U. S.....Maynard  
" England.....  
" France.....  
Leighton's Rome.....Morse  
Dutton's Series.....Morse  
Chancey's Am.....  
Murphy's Flash Lights.....Myers  
Flecker's Outlines.....  
Smith's Manual U. S.....Potter  
Andrew's U. S.....Scribner  
Adams'.....  
Burgess'.....  
Gordy's U. S.....  
Johnston's U. S.....  
Oxford Man. of Eng.....  
Thatcher & Schwill's.....  
Mowry's First Steps.....Silver  
Mowry's U. S. History.....  
Andrew's Institutes.....  
Stone's England.....Thompson  
Hansell's School.....University  
" Higher.....  
Jones' U. S.....  
Evans' Georgia.....  
Brown's Alabama.....  
L. & M. Mississippi.....

## LANGUAGE AND GRAMMAR.

Harvey's.....American  
Long's.....  
Maxwell Series.....  
Lyte's.....  
Metcalf & Bright's.....  
Metcalf's.....  
Powell & Connolly's.....  
Sheldon's Prim. Lan-  
guage Lessons.....  
Patterson's Ele. of  
of Gram. & Comp.....  
Sheldon's Advanced.....  
Powell's How to Talk.....  
" How to Write.....  
" How to See.....  
Practical Studies in Flanagan  
Whitney & Lockwood.....Ginn  
Tarbell's Lessons.....  
Knox-Heath's Ele.....  
Lockwood's Lessons.....  
Arnold & Kittredge.....  
Progressive Studies in  
English.....Gregg  
Punctuation Simplified.....  
Words: Their Spelling.....  
Punctuation, etc.....  
Hyde's English Lessons.....Heath  
" Eng. Gram.....  
McKeejohn's Eng. Gr.....  
Allen's School Gram.....  
Masterpieces of Latin  
Literature.....Houghton  
Webster-Cooley Se-  
ries.....  
Patrick's Lang. Les.....Lippincott  
Patrick's Gram. Les.....  
Longman's.....Longmans  
Carpenter's Gram.....Macmillan  
Davenport & Em-  
erson's Grammar.....  
Intro. Lang. Work.....Maynard  
Reed & Kellogg's.....  
Reed's Introductory.....  
Kellogg & Reed's Word  
Building.....  
Essentials of English  
Gram.....Potter  
Lang through Nature.....McNally  
Rand-McNally Primary  
Gram and Comp.....  
" McNally Practical  
English.....  
Supplementary Lessons  
in English.....

## ATWOOD'S LANGUAGE

Tablets.....  
Analysis and Parsing.....  
Bartlett's Series.....  
Milne's Grammar.....  
Welsh's.....  
Dunton & Kelley's Thoms-  
on's Lang. Ser.....Werner  
Brown & DeGarmo's  
Gram.....

## LATIN.

Harkness' Series.....American  
Coy's Latin Lessons.....  
Dodge & Tuttle's Comp  
Hamer's Easy Steps.....  
Lane's Grammar.....  
Mooney's Grammar.....  
Smiley & Storke's Beg.  
Harper & Gallup's Cle-  
ero.....  
Harper & Miller's Vir-  
gil.....  
Harper & Tolman's  
Caesar.....  
McCabe Series.....  
Bingham Series.....  
Cranch's Aeneid Trans  
Werne Grammar.....Appleton  
Westcott's Caesar.....  
Chase's Nepos.....  
Moore's First Book.....  
Carter's Virgil.....  
Forbes's Cicero.....  
Allen & Greenough.....Ginn  
Collar's Series.....  
Moulton's Composition.....  
College Series of.....  
Ritchie's First Steps.....  
" Latin Prose Comp  
" Easy Continuous  
Latin Prose.....  
Morris' Ele. Latin.....  
Hls. First Reader and  
Grammar.....  
St. Clair's Caesar.....  
Students' Series.....Sanborn  
Classics (33 books).....  
Intercollegiate Series.....Scott  
Bellum Helveticum.....  
Jones' Lessons.....  
Riggs' in Latinum.....  
Gildersleeve-Lodge  
Series.....University

## LITERATURE.

(See English Literature.)

## LOGIC.

Davis'.....American  
Schuyler's Prin of.....  
Ballantine's Inductive.....Ginn  
LaBour's Ill. of.....  
Mills' System.....Longmans  
Creighton's.....Macmillan  
Jevon's.....

## MANUAL TRAINING.

Compton's.....American  
Ham's.....  
Hoffman's.....  
Kirkwood's Sewing.....  
Goas' Bench Work.....Ginn  
Hagood's Needle Work.....  
Banner's Sewing.....Longmans  
Hewitt's, 3 vols.....  
Unwin's Clay Modelling.....  
Hiawatha Primer.....Houghton  
Riverside Lit. Series.....  
Longmans' "Ship" Lit.....  
Longmans' Supplement.....  
" Fairy.....  
Longman's Infant Fairy  
" "Ship" Historical.....  
" Chatty.....  
Blaisdell's.....Macmillan  
Graded Literature.....Maynard  
Deane's Phonetic.....Morse  
New Century Series.....  
Salomon's Sloyd.....Silver  
Brumbaugh's.....Sower  
Davis'.....University  
Holmes'.....  
Lippincott's.....

## MENTAL SCIENCE.

Bain's Mental.....American  
Hewett's Psychology.....  
Schuyler's Psychology.....  
Bowie's.....  
Dewey's Psychology.....  
Halleck's Psychology.....  
Hewitt's Psychology.....  
Putnam's Psychology.....  
Buell's Essence of.....Ginn  
Sanford's Psych.....Heath  
Compayre's Psych.....  
" Herbert's Psychology.....  
Dexter's & Garlick's  
Psychology.....Longmans  
Fitchner's Psych.....Macmillan  
Baker's Ele Psych.....Maynard  
Normal Questions In.....Myers  
Robertson's Ele of.....Scribner  
Minto's Logic.....  
Multhead's Eth. Ele c.....  
Hyalop's Ele of Eth.....  
Davis' Ethics.....Silver  
Davis' Elements of Psy-  
chology.....

## MUSIC.

Natural Series.....American  
Model Series.....  
Gantvoort's Series.....  
Matthew's Songs.....  
Siefert's Choice Songs.....  
Educational Series.....Ginn

Mason's Course.....  
National Course.....  
Whitling's Series.....Heath  
Hart's Class. Reader.....  
Emerson's Hymnal.....  
Riverside Song Book.....Houghton  
Russell's Vocal Culture.....  
Bertenshaw's Meth.....Longmans  
Brewer & Reddall.....Maynard  
Sprenkel's Course.....Myers  
American System.....Richardson  
Stevenson Song Book.....Scribner  
Field-DeKoven S. Book.....  
Modern Series.....Silver  
Study.....  
Cecilian Series.....  
Silver Song Series.....

## NATURAL SCIENCE.

Treat's Home Studies.....  
Treat's Home Studies.....  
Cooper's Animal Life.....  
Herick's Animal Life.....  
Bailey's Physics.....Heath  
Guides for Teaching.....  
Rick's Natural His.....  
Rice's Teaching.....  
Spear's Leaves and  
Flowers.....  
Scott's Nature Study.....  
Miller's Birds.....Houghton  
Burrough's Squirrels.....  
Eckstorm's Woodpeck-  
ers.....  
Merriam's Birds.....  
Sargent's Corn Plants.....  
Torrey's Everyday  
Birds.....  
Bedard's Zoology.....Longmans  
Nature's Byways.....Morse  
Engell's Outlines in Na-  
ture Normal Course.....Silver  
Normal Questions In.....Myers  
Norcross's Springtime  
Flowers.....  
Griffin's Philosophy.....Sower

## NUMBER WORK.

Primary Number Work  
and Ele Algebra.....McNally  
Digit Dominoes.....  
Durell & Robbins Series.....Myers

## ORATORY.

Smith's Reading and  
Speaking.....Heath  
Webster's Bunker  
Hill.....Longmans  
Briefs for Debate.....  
Follett's Speaker.....  
Espenshade's Forensic  
Declamation.....Silver

## PEDAGOGICS.

Hewitt's.....American  
White Ele of.....  
Roark's.....  
" Psychology in  
Education.....  
Hallmann's.....  
" Sch Management.....  
Int. Education Series.....Appleton  
Compayre's His of.....Heath  
Heath's Pedagog Lib.....  
Hall's How to Teach  
History.....  
Barnett's Teaching and  
Organization.....Longmans  
Garlick's Manual of  
Methods.....  
Beale's Work & Play.....  
Salmon's Art of Teach.....  
Barnett Com Ser In.....  
Am. Teacher Series.....  
Landon's Class Manage-  
ment.....Macmillan  
Normal Questions In.....Myers  
Herbert's.....Scribner  
Butler's.....  
Arnold's Waymarks.....Silver  
Smith's Systematic  
Methodology.....  
Morgan's Studies.....  
Putnam's Manual.....

## PENMANSHIP.

Barnes' Vertical.....American  
Spencerian Series.....  
Curtis' Semi-Vertical.....  
American Vertical.....  
Sheldon's Vertical.....  
Butler's Copy Books.....  
Roudebush Writing.....Central  
Shaylor's Vertical.....Ginn  
Ginn's Slant.....  
Nat. Sys. of Vertical.....Heath  
Newland & Rowe's Ver.  
Books.....  
Merrill's Vertical.....Longmans  
Merrill's Modern.....Maynard  
Round Rapid Writing.....McNally  
Upright Rapid Writing.....  
New Ideal Vertical.....Myers  
New Ideal Slant.....Myers  
Intermediate System.....Morse  
Morse Edu. System.....  
Economic System of  
Penmanship, 6 Nos.....Potter  
Potter & Putnam's Sys-  
tem of Vertical  
Writing, 10 Nos.....  
Man. Business Writ.....Powers  
Smith's Intern.....Richardson  
Standard Vertical.....Sower  
Popular Slant.....  
Normal System.....Silver  
Duntonian.....Thompson  
University Series.....University  
Simplified Penmanship.....

## PHYSICS.

Harrington's.....American

Headley's.....Ginn  
Rowland & Ames.....  
Ames & Bliss.....  
Cooley's Series.....  
Avery's.....  
Henderson & Woodhull  
.....Appleton  
Ayres' Lab. Exercises.....  
Gage's Series.....Ginn  
Wentworth & Hull's.....  
Stone's.....  
Dolbear's.....  
Hastings & Beach's.....  
Chute's Lab. Man.....Heath  
" Physics.....  
Whitling's Physical  
Measurement.....  
Bailey's Ele. Physics.....  
Sharpless & Phillips Lippincott  
Hopkins' Prep.....Longmans  
Watson's Practical.....  
Wright's.....  
Glazebrook & Shaw's  
Practical.....  
Watson's Advanced.....  
Balfour-Stewart's.....Macmillan  
Crew's Elements.....  
Nichols'.....  
Shaw's.....Maynard  
Smith's Experiments.....Morse  
Normal Questions In.....Myers  
Thwing's Elementary.....Sanborn  
Britton's.....Scribner  
Grant's.....  
Dana's.....  
Mills'.....  
Storer's.....  
Thompson's.....  
Mead's Elements.....Silver  
Grifford's Ele.....Thompson

## PHYSICAL CULTURE.

Morris' System.....American  
Stonerod's.....Heath  
Pray's Motion Songs.....  
Bancroft's Gym.....  
Anderson's.....Maynard  
The Ling System.....Silver

## PHYSIOLOGY AND HY- GIENE.

Overton's Series.....American  
Pathfinder Series.....  
New Century Series.....  
Union Series.....Butler  
The Teacher's Manual.....Central  
Blaisdell's Series.....Ginn  
Colton's.....Heath  
" Briefer.....  
Cutter's Series.....Lippincott  
Barnett's Making of the  
Body.....Longmans  
Ferneaux's Phys.....  
Thornton's Phys.....  
Moore's Phys.....  
Foster & Shors.....Macmillan  
Foster & Shors.....Macmillan  
Huxley & Ree.....  
Devine's.....  
Fly's Outlines.....  
Hutchinson's Series.....Maynard  
Standard School.....Morse  
Normal Questions In.....Myers  
Stowell's Health Series.....Silver  
Gifford's Ele.....Thompson

## POLITICAL ECONOMY.

Laughlin's.....American  
Gregory's.....  
Wayland's.....  
Chapin's.....  
Wayland's Elements.....  
Thompson's.....Ginn  
Gilde's.....Heath  
Davenport's.....Macmillan  
Macvane's.....Maynard  
Perry's Prin.....Scribner  
Woolsey's.....  
Rullock's Economics.....Silver  
Thurston's.....Scott  
Mcservey's.....Thompson

## READERS.

Baldwin's.....American  
Harper Series.....  
Swinton Series.....  
Barnes' Series.....  
Appleton Series.....  
McGuffey Series.....  
New Education.....  
Sheldon's Series.....  
New Franklin Series.....  
Progressive.....  
Hazen's.....  
New American.....  
Monroe's New.....  
Sprague's Classic.....Educational  
Cyr's Series.....Ginn  
Stickney's Series.....  
Finch's.....  
Strong's.....  
Classics for Children.....  
Heart of Oak.....Heath  
Bass'.....  
Pratt.....  
Blaisdell Child Life  
(Primer & 5 books)  
.....Macmillan  
Judson & Bender's.....Maynard  
Lights to Literature.....McNally  
New Century.....  
Morse's.....Morse  
New Century.....  
Normal Series.....Silver  
Stepping Stones.....  
Rational Method.....  
.....

## SHORTHAND.

Hoffey's Manual.....American  
Mason's Manual.....  
Barnes' Shorthand for  
.....

## High Sch.....A. J. Barnes

Barnes' Shorthand Les-  
sons.....  
Barnes' Shorthand Read-  
ers.....  
Barnes' Manual.....  
" Business Letters  
in Shorthand.....  
Twentieth Cent. Series.....  
Gregg Shorth'd Manual.....Gregg  
Gregg Shorthand Phrase  
Book.....  
Gregg Shorthand Dic-  
tionary.....  
Progressive Exercises in  
Shorthand.....  
Reading & Writing Exer-  
cises in Shorthand.....  
Lessons in Shorth'd Pen-  
manship.....  
Isaac Pitman's Com-  
plete Instructor.....Pitman  
Complete Amassensis  
Course for H Sch.....  
Business Correspondence  
in Shorthand.....  
Isaac Pitman's Phono-  
graphic Dictionary.....  
Cross' Eclectic.....Scott

## SPANISH.

Bacon's Elements.....American  
Garner's Grammar.....  
Mantilla's Readers.....  
Worman's Readers.....  
Stenes Reader and  
Grammar.....Appleton  
De Tomas Spanish  
Method.....  
Knapp's Grammar.....Ginn  
Int. Mod. Language.....  
Cyr's Libro Primer.....  
" Libro Segundo.....  
Tarbell's Lessons.....  
Frye's Geografia Ele.....  
Jenkins.....Jenkins  
Grammar.....Pitman  
Pitman's Prae Spanish.....Silver  
Loiseau's Grammar.....Silver  
Loiseau's Reader.....  
Ford's Anthology.....  
Knobloch's Span. Simp.  
.....University  
Edgren's Grammar.....Heath  
Matske's Reader.....  
Fuller's Primer.....  
Harra's Method.....

## SPELLERS.

Rice's Series.....American  
Harrington's.....  
Natural.....  
New American.....  
Swinton's.....  
Amer. Word Book.....  
Amer Spelling Blank.....  
Barnes' Writing.....  
Dinsmore's Blanks.....  
Manson's Blanks.....  
Modern.....  
Worcester's.....  
Monroe's.....  
Hazen Grade.....Ginn  
Jacobs' Practical.....  
Jacobs & Piper's.....  
Stickney's.....  
" Words, Their Spelling,  
Etc.....Gregg  
Sever's.....Heath  
Penniman's New Prac.....  
Benson's.....  
Blaisdell Speller.....Macmillan  
Reed Word Lessons.....Maynard  
Speller and Word Study  
Book.....McNally  
Ideal Combination Writ-  
ing Speller.....  
Morse Speller.....Morse  
Quincy Word List.....Morse  
Benedict Series.....Myers  
Gem Spelling Blanks.....Peckham  
Spalding & Moore.....Richardson  
Normal Course.....Silver  
Beitzel's Word Build.....Sower  
Students' Elem.....Scott  
Holmes' Elem.....University  
Spelling & Word Build-  
ing.....  
Hansell's Primary.....  
Lippincott's.....

## TYPEWRITING.

Complete Instr.....A. J. Barnes  
Special Instructor.....  
Abridged Instructor.....  
Rational.....Gregg  
Smith's Touch.....Pitman  
Bunk's Easy.....Sadler  
" Touch.....

## WEAVING.

(Teachers Manual.)  
Hand-Loom Weaving.....McNally

## ZOOLOGY.

Burnet's.....American  
Holder's Elementary.....  
Morse's First Book In.....  
Steele's Series.....  
Needham's.....  
Orton's.....  
Johannot's Series.....  
Animal Forms.....Appleton  
Animal Life.....  
Colton's.....Heath  
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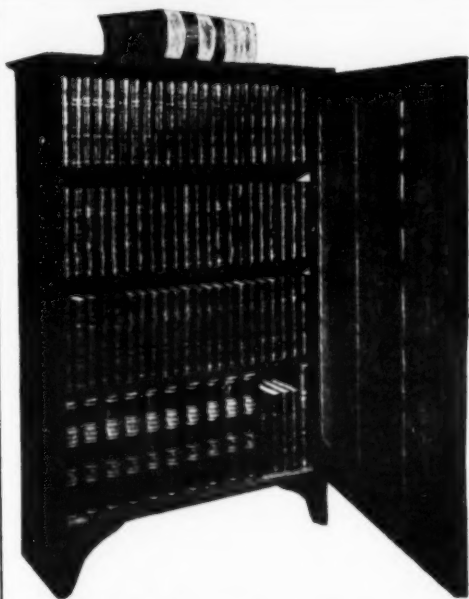
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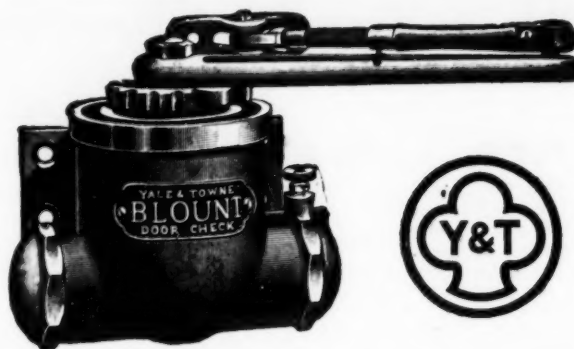
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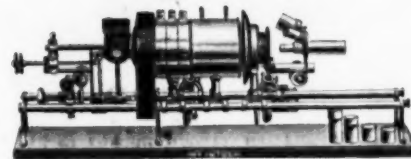
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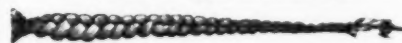
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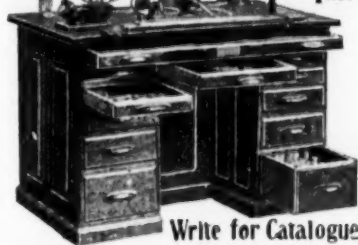
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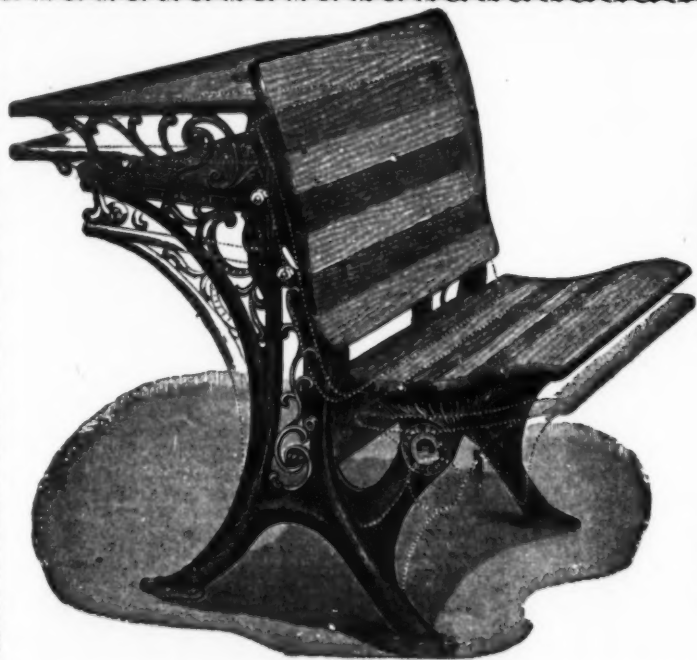
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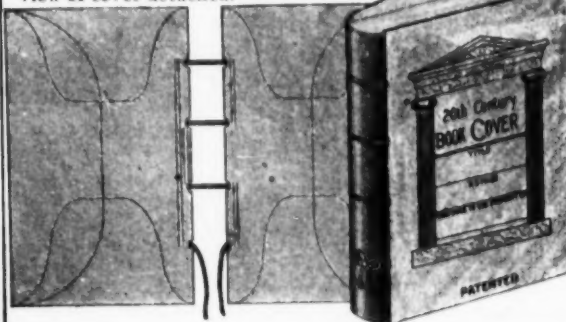
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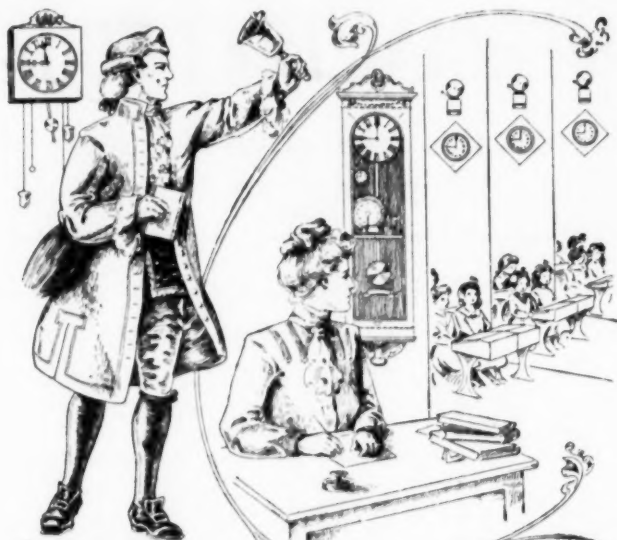
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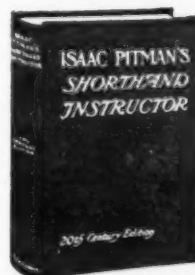
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# School Board Journal

VOL. XXVIII, No. 1.

NEW YORK—CHICAGO, JANUARY, 1904.

SUBSCRIPTION PRICE  
\$1 PER YEAR.



DECLARED UNCONSTITUTIONAL.

The State of Ohio is in a state of commotion over the preparation of a new school code to be adopted by the next legislature, the old one having been declared unconstitutional.

(See editorial.)



#### School House Building.

A notice of a special meeting of the inhabitants of a school district stated that its purpose was to consider the erection of a new school building in district No. 5, in conformity with the recommendation of the board, published with the notice. The recommendation stated that a new site had been selected subject to the approval of the meeting, describing it; and that to purchase the site and erect the building, the entire cost, with furnishings, would be \$35,000; and the board proposed the issuing of bonds therefor in blocks of \$5,000 to mature in 14, 15, 16, 17, 18, 19, 20 years, respectively.

*Held*, that the notice and recommendation, constructed together, were a sufficient compliance with the provisions of the consolidated school law, requiring the notice to state the tax proposed, and specify the amount and object thereof. *Lawson v. Lincoln, California.*

Under the consolidated school law providing that the boards of education in district, where districts correspond with those of the city, have the power to call special meetings of the inhabitants of their respective districts for the purpose of authorizing the purchase of sites, the erection of school buildings, and the raising of the money to pay therefor, it is not necessary for the meeting of the inhabitants to give any specific directions regarding the erection of the building. *Lawson v. Lincoln, California.*

#### Use of School Buildings.

Under a law, providing that the school trustees may permit a schoolhouse to be used for any purpose which will not interfere with the seating of other furniture, the trustees of the school district have no right to permit the schoolhouse to be used for public and private dances, which use necessitates the removal of desks from the rooms. *Lewis v. Bateman. Utah.*

#### School Director's Interest.

The code provides that it shall be unlawful for any director to have any pecuniary interest in the erection of schoolhouses, or for furnishing or repairing the same, or be in any manner connected with the furnishing of supplies for schools, or to receive a compensation for services rendered as director. In an action to enjoin the treasurer of a school district to S. an associate director, the answer of S. showed that the board determined that repairs were necessary to the school building; that they undertook to do it themselves; that when the work was done the warrant as drawn in favor of defendant S. for services rendered by himself and the other two directors, and also for materials and labor furnished by others.

*Held* to clearly show that the warrant was unlawfully issued to S. for repairs in which each of the directors had a pecuniary interest, and that, on proof of his citizenship and interest, plaintiff was entitled to a decree restraining payment of the warrant. *Miller v. Sullivan. Washington.*

#### Teachers Without Certificates.

Providing that school officers shall not contract with any one to teach who, has not a certificate in force, a contract of employment with any one to teach not having at the time a qualifying certificate is not binding, though the person employed obtains a certificate before the time stipulated for the teaching to commence.

*McCloskey v. School Dist. No. 5 of Wheatland Township, Nebraska.*

#### Rights of Pupils.

Where a child of school age is wrongfully denied admission to the public school of a district, an injunction may properly issue to restrain the directors from interfering with her attendance.

The father of a child of school age, or one standing in loco parentis, may maintain an action to compel the directors of a school district of which such a child is a bona fide resident. *Mizner v. School District No. 11 of Sherman Co., Nebraska.*

#### Text-Book Adoptions.

Laws enacted in 1897 authorize the state board of education to prescribe text-books for schools and to contract for the furnishing of them for a term of years. A later law authorized a county board of education to select books for the county schools and to contract for them for a term of years. The state board contracted with plaintiff for readers for the first and second grades, and certain other readers for the third, fourth, fifth, and sixth, and subsequently the county board adopted another reader in the first grade, but retained plaintiff's books in the six following grades.

*Held*, that such substitution having reduced plaintiff's sales 20 per cent., he was entitled to an injunction restraining the county board for making such substitution.

The fact that the reader furnished by plaintiff was too advanced for use in the first grade was immaterial. *Rand, McNally & Co. v. Hartman, Washington.*

#### Status of Married Teachers.

The Appellate division of the New York Supreme Court has rendered a decision of unusual importance to school board members in affirming the right of the board of education of Greater New York to declare vacant the position of any woman teacher or principal who gets married during her term of service.

The board adopted a rule, some time since by which marriage terminated the connection of any woman principal, teacher, or head of department with the public school system. Two Brooklyn teachers brought suits to test the right of the school board to enact such a by-law. The lower court found in their favor. Superintendent Maxwell appealed from the decision to the Supreme Court with the result already mentioned.

The court did not concern itself with the alleged necessity of those married teachers who claim that they are compelled to help support families nor did it go into the sentimental phases of the question.

After quoting the rule of the board Justice Hooker, who wrote the main opinion, said: "While many new fields of endeavor have of recent years been opened to progressive women, the principal duties and sphere of the wife and the mother will always remain, and cannot be said to be such as are not calculated, except in rare cases, to interfere with that degree of regularity and devotion which is required of the members of a teaching force in so large a community. The purpose of the rule is not to discourage marriage; it is rather, in the public interest, to dispense with the service of that class of teachers who assumed new duties and stepped into another field, and where it is thought their environments would tend toward the disparagement of the school interests."

*Morristown, Pa.* In his report to the school board, Superintendent Gotwals makes a strong plea for better English in the public schools.

The following are some of the stepping stones,



GEORGE A. MERCER.  
President Board of Education, Savannah, Georgia.

he said, the child must use in his upward progress towards better English:

The example of the teacher as a model of accuracy and excellence.

Interest in the language work on the part of the pupil.

An abundance of ideas to express.

The improvement of the child's vocabulary.

The oral language lesson.

The reading and study of masterpieces of good English.

Composition by dictation exercises, reproduction stories, letter writing, the paragraph, the personal narrative, description, argument and formal composition.

The formal study of technical grammar and rhetoric.

And the last stepping stone to good English, and perhaps not the least in importance, is the literary society.



His Excuse.

Father: Didn't I promise you a bicycle if you passed the examination? And here you failed! What in the world have you been doing?

Johnnie: Learning to ride a bicycle.



## New School Code for Ohio.



By HERMAN S. PIATT, Ph. D.,  
Coshocton, O.



As the subject is very large and the space allowance very small, I shall beg the indulgence of my readers to omit the customary introduction and plunge immediately in *medias res*.

**The School Board—Size.** City school boards in this country vary in membership at present from 90 to 3, the average of 75 of the larger cities being approximately 15. There is something to be said in favor of the large board. It gives room for broader representation of varying local conditions and interests. In our large cities, with their cosmopolitan and heterogeneous populations, this is a point not to be ignored. But, on the other hand, there is undoubtedly already too much tendency to emphasize local interests in our general representative bodies, and where this is had in view in the board of education, the larger views of educational problems is less likely to be taken. Even in the cities education is a general concern. It is not a local issue. The large board is apt to degenerate into a debating society, and the debates are likely to become acrimonious. More formality and a closer adherence to parliamentary usage become necessary, and the progress to harmonious conclusion and united action becomes correspondingly more difficult. The large board must necessarily act largely through committees, and wherever committee government prevails an oligarchy soon develops. An expert on school administration has declared that no matter what the nominal size of the board of education, there is no community in the United States where the actual work is not done by less than ten men. In the large board, therefore, we have in practice the self-constituted oligarchy, with the further disadvantage that the identity of its members is likely not to be known to the general public. Five to nine members is probably the best size for city school boards in Ohio. There may be good reasons for a larger number in the cities, but the objections more than offset the advantages. Cleveland and Toledo now have seven and five respectively, and these cities have been looked upon as presenting in many respects model school administrations. For my own part, I am utterly unable to see serious objections to an even number like six or eight. This makes possible a bi-partisan board, which is undoubtedly the next best thing to a non-partisan board. The evils of the deadlock are largely theoretical. There is already provision in the Ohio law for escape from it, and I have not found any actual instance of serious harm to the schools from a deadlock. On the other hand, with an uneven number it is almost impossible to keep partisan politics from creeping into school administration, of which the possibilities for evil are too well known for me to enlarge upon them here.

**How the Board Should be Chosen.** Although there are some things to be said in favor of the ward system of electing board members, and in some form or another it is quite as generally used as the at-large plan, the consensus of expert opinion seems to be against it. The schools belong to the whole community. It is essential that the educational system should be efficient

throughout all its parts. Every citizen should have an equal voice in the management of all the schools. Men who are chosen for service on the school board should have a reputation for intelligence and sound judgment which reaches beyond their immediate neighborhood. In the cities, anything like adequate ward representation would produce a school board whose very size, regardless of the quality of its personnel, should condemn the plan.

But should members of the school board be elected at all? In a number of cities members of the board are appointed, usually by the mayor. In a very few places by the city council, but they are so very few that this plan may be left out of consideration. It has little to recommend it. Appointment by the mayor has against it the theoretical objection that it puts the schools one remove from the direct control of the people. As he is usually elected on a partisan ticket he will naturally tend to use the appointing power for political purposes, and will also be tempted to interfere through his appointees in the immediate management of the schools. Against these theoretical objections is to be set the incontrovertible fact that among the 17 notable cities in this country whose school boards are appointed by the mayor, we find some of the best school systems of the country, and not one, so far as I am aware, which is notoriously bad. Still, I have a good deal of Lincoln's confidence in the wisdom and integrity of the plain people, and I see no reason why they should not be permitted to pass directly upon the management of the most important institution of civic society.

**The Superintendent.** The superintendent is the latest improvement in the educational machine. As an institution he is hardly more than half a century old. Legislation has taken little account of him yet. The general school law of Ohio authorizes the appointment of such an official, but does not specify what he is to do when appointed. The assumption has been that he is an employe of the board and his duties such as may be assigned him by the latter. With the growing respect for special skill on the part of the public and the growing possession of it on the part of those occupying the superintendent's position, more and more the direct management of the schools has passed over from the board to the superintendent. This process has been aided and hastened by the habitual tendency of the American people to separate administrative and legislative functions and vest each in separate instrumentalities. There has been a growing feeling among students of the educational situation that the time has come to establish the superintendent as the administrative officer of the schools by statutory enactment; while still retaining him in general as a subordinate of the board, making him in some of the important managerial aspects independent of and co-ordinate with that body. It is felt that the schools will be benefited by giving to the superintendent at least the initiative in such matters, for instance, as the selection of teachers and text-books. In a few notable instances of special legislation in Ohio this is already the case. That where tried it

has worked advantageously to the schools no one, I believe, undertakes to deny. It has not been tried outside of the larger cities, and I believe this fact has an important bearing on the question. Take the matter of the appointment of teachers. I yield to no one in esteeming the value and importance to be attached to academic and professional training for the teacher. Yet no one in this body probably will deny that formal training is not to be mentioned in the same breath with plain horse sense and a love unfeigned for children, as an equipment for the actual work of the schoolroom. Outside the cities professional training is the exception rather than the rule, and consequently the selection of new teachers becomes largely a matter of judging human nature by casual external signs—"sizing up" the candidate. The hard-headed business man on the board, whose daily life is contact with many-sided humanity, is likely to be quite as adept at this task as the superintendent. Whether it is flattering to my professional vanity or not, I do not hesitate to confess that where the candidates were equally strange or equally well known to both of us, I have found my teachers' committee able to pick out the right one quite as unerringly as myself.

In the cities things are different. There, professional training is the rule rather than the exception. It is likely to be taken in a municipal institution under the immediate supervision of the superintendent. When it comes to selecting, the superintendent knows the material; the board does not. Obviously, the burden of choice should fall upon him. In the cities, therefore, it seems to me vital to the schools that the superintendent should have the initiative in the selection of teachers. In the smaller places I do not consider it a vital matter. But certainly no harm would be done even there, and if we must have uniformity initiative might well be fixed in the superintendent in all municipal communities. Let all appointments be made on recommendation of the superintendent, requiring a three-fourths vote to reject such a recommendation or to elect any teacher without it.

Hand in hand with this provision would of necessity go some strengthening of the superintendent's official tenure. Without the latter, the former would in most cases become in time inoperative. No superintendent could long wield, in the face of opposition, the immense responsibility implied in the sole initiative, and be subject at the same time to the caprice of annual election by a bare majority of the board. However courageous and high-minded he might be, he would in time either submit to the inevitable or give place to some one who would. At the same time, it is not desirable to make it too difficult to bring about a change. This, in my judgment, is the weak point in the Cleveland system, which in general is so admirable. It has met the efforts of the politicians to get rid of a good superintendent, and has stood the

(Concluded on Page 14.)



## THE EMPLOYMENT AND DISMISSAL OF TEACHERS.

By Simpson B. Lowe, Esq., President Board of Education, Bedford, Ind.

No higher duty devolves upon a school board than the duty of providing the best teachers to be secured by a proper use of the means at command. The community expects it, school patrons demand it, the interests, the well being and advancement of society require it and it is in keeping with our high civilization.

The obligation of a father to his child is but little more than the obligation of community to its children. The father who fails to give his children the best opportunities available is a derelict, and a community that fails to provide the best advantage for its children is worse than neglectful.

Indiana is wide awake and attentive to duty along educational lines, and the statement that she expects the greatest care and vigilance of her school officers needs no emphasis or repetition. School boards will neither serve their communities well, nor acceptably unless they exercise care and watchfulness in the selection of teachers.

Many influences are brought to bear, well calculated to swerve the school officer from the line of his duty. Personal favors are not only asked but demanded. Political influence does not fail to assert its claims. Circumstances, well calculated to evoke commiseration and pity, are often drawn into view with no lack of hope that they may be productive of results favorable to the applicant, for whose benefit they are presented. Religious and social organizations present claims not measured by scholarship, but by church and social standing. Personal friends present claims of long and tried friendship and expect the school board to be influenced thereby.

### The Main Purpose.

There is but one safeguard to protect the school officer from these various influences and that is to let his duty to the school children and to the cause of education be the pole-star of his official life.

He, upon whom the duty devolves of selecting teachers, should be acquainted with the work of the teacher, at least sufficiently well to have decided opinions of his own, as to who would be the most fit person to perform those duties. Many who wish to teach are not able to do so, for the reason that they have no natural adaptation to the work.

It is not every one who has a good education that can teach. In our state the facilities for obtaining a good education in the lines that fit one for the calling of a teacher are so ample that many have the required education and even some added to this education practice sufficient to prepare them well for the work of the teacher and yet they are failures as teachers. This is not because they are unwilling, or lacking in ambition. Perhaps they are among the most willing and only lack the natural adaptation to the work to make them efficient teachers. They would succeed well in some other line of duty but they never can teach successfully.

### Teachers' Testimonials.

This lack of adaptation does not appear upon the surface and often does not appear in the language of testimonials read. One must read between the lines of testimonials to know the truth. After reading a testimonial that sounds well it often enlarges the school officer's knowledge of an applicant to write a confidential letter to the source of the testimonial for further light. Many times there is a vast difference between testimonials written at the request of the teacher and to be read by the teacher first, and testimonials written direct to the school officer

and to be read by him alone. As a rule testimonials that speak in unmeasured terms may be taken as earnest expressions of the author's opinion and leave only the question of the author's opportunity and judgment to be investigated and considered. Is he acquainted with the teacher? Does he know the qualities a teacher should have? Has he had opportunities to be correctly informed?

These and many other questions may be considered. There are exceptions to all rules and some testimonials are expressed in the strongest language and still there may be a motive prompting the writer. He may be related. His judgment may be warped by his personal liking for the person recommended. The testimonial may not be prompted by his judgment, but by hidden motives. There is much reason why one should use his own judgment after reading testimonials.

Testimonials should not be relied on wholly. Other information should be sought to supplement them. No one source of information should be relied upon except in exceptional cases. The opinion of a school superintendent, well acquainted with the teacher and his work, is and should be of great influence. Teachers who have taught the one who is an applicant are specially well qualified to give an opinion and their judgment should have no little weight. The opinion of a patron, who has personal knowledge of the teacher's success, may well be considered, but should not be decisive, because the patron may only know of the teacher's ability to please and but little of the scholarship!

### Value of Examinations.

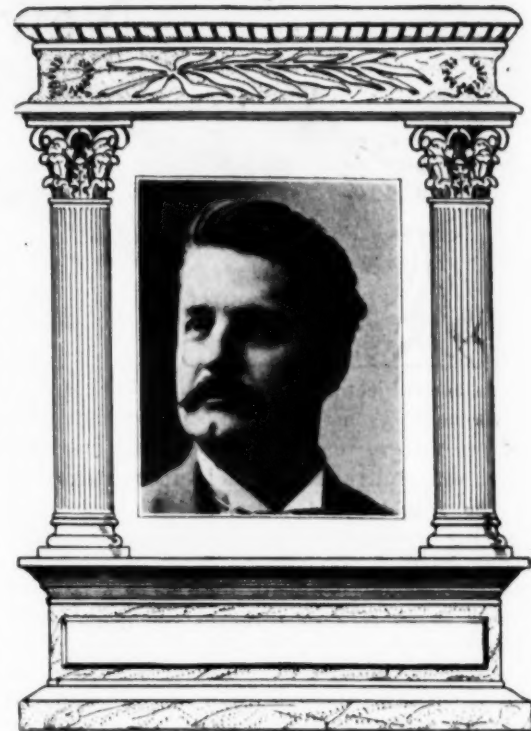
Our present system of examinations is efficient to a high degree and insures that the licensed teacher has sufficient knowledge. This, however, does not insure success. The finest teachers do not always have the highest grades. Those having the highest grades may be lacking in government, or ability to reach the pupils in a social way. The frigid teacher, is rarely successful. The teacher must be in touch with the school.

The license and the grades of the teacher should be considered of the highest importance, but should not be deemed alone sufficient. Mistakes are usually the results of carelessness and while it may be quite impossible to avoid mistakes yet by close care and watchfulness many of the bad selections could be avoided.

### The Duty of School Boards.

School boards are usually composed of busy men, who have no great amount of time to devote to the selection of teachers. They may leave such matters till the time for making the selection has arrived, and then it is too late to acquire the necessary information to act without the probability of making many mistakes, if many teachers are to be selected. They should be fully informed as to the merits of the teachers under consideration. They may not know all but know enough facts to get a good teacher for every place to be filled. There is no excuse to have inferior teachers in the schools of city and town. There are more than enough excellent teachers to fill all such places. The better advantages in city and town draw the better class of teachers while less efficient ones go to the country.

The country school should not be the nursery for the inexperienced teacher. They should not, as a rule, be employed in the city and town schools. In the city and town schools the supply is greater than the demand, and the school board can select the best and leave the rest to find employment elsewhere. This being true no experiment should be indulged in. The school



HON. SIMPSON B. LOWE  
President Board of Education, Bedford, Indiana.

board should know that the applicant has had experience, and has succeeded in government.

### The Character of Teachers.

There are still other things to be considered. Is the teacher moral? This is of high importance and no unnecessary risk should be taken. The fact that before a license is granted the applicant must bring a certificate of good moral character is a commendable safeguard. It must not be expected to accomplish all. All teachers are moral but they may differ in degree. Some are moral in a negative sense, but have no active moral influence. It is not enough that the teacher does nothing wicked or immoral but the best teachers have a moral influence that cannot be described, but can be seen and felt throughout the community where they live. This influence is not only productive of much good in the community, but in the school and should not be lost sight of by the school board in the selection of teachers.

### Example of Refinement.

The teacher should be refined in manner and speech, and a constant example of refinement to the pupils, who are to be the beneficiaries of such influence. The greatest good to the scholars is the thing to be accomplished and if mere teaching is looked after as the term is generally understood and such accessories as refinement and moral atmosphere are overlooked, no school will reap all the advantages that should be so conveniently placed within its reach.

The teacher should know how to dress well, and appear well under all circumstances, and should not stop with dress, but should be a person of good address. With most persons address is acquired, at least in part, though some have it more or less as a gift. If it does not exist at all it should be inculcated, and if it exists it should be cultivated.

In the schoolroom is the place, or is at least one good place, and affords one good opportunity to surround the pupil with an atmosphere that will refine and cultivate the pupil and afford a good example of that personal demeanor that always pleases, and furnishes a safe passport to the favorable consideration of both friends and strangers.

(Concluded on Subsequent Pages)



# THE INDIANA CONVENTION.

The second annual convention of the Indiana State Association of School Boards met in State House, Indianapolis, on the 11th day of November at 11 A. M. The weather being very inclement and the announcement of the meeting being sent out very late, the attendance at the first session was very light. After a few remarks by the president, agreement to meet at 2:30 of same day was taken.

Reconvened at appointed time and the membership present was much increased. The president, Will H. Anderson read a very interesting paper.

Prof. Sandison, vice president of Indiana State Normal, gave an informal address on "School Boards," their importance and their work, their duty to the child and the community in which they live.

Allen Hamilton's paper on "What Constitutes an Efficient School Board" was then read and very much appreciated. Mr. Hamilton's paper was very ably discussed by Dr. Chaffie and W. J. Myers.

Reconvened at 9 o'clock A. M., Nov. 12.

The question of a closer organization and extension of the work was then opened for discussion. It was suggested that a member from each congressional district of the state should be elected to correspond with the boards in his district and urge them to become members of the Association and attend its meetings. Such member to be known as the vice president of the district.

The regular program was then taken up by W. S. Campbell of Rushville with a spirited address on "School Supplies," where to buy, what to buy, and upon whose recommendation.

A lively discussion followed, those taking part being Messrs. Anderson, Sontag, Yount, Chaffie and Hamilton.

S. B. Lowe of Bedford then read a paper on "Employment and Dismissal of Teachers." In it he discussed the character of the teacher, their relation to the board and superintendent.

The discussion on this paper was very ably led by A. F. Sala of Alexandria. Moved and seconded that a nominating committee be then appointed to nominate the candidates for the following officers: President, thirteen vice-presidents, recording secretary and treasurer, and three or five members of the executive committee. The following members were named as the nominating committee: S. A. Bell, Hammond; M. S. Sontag, Evansville; A. F. Sala, Alexandria; G. W. Woodward, Decatur; H. C. Yount, Covington.

Meeting then adjourned to meet at 1:30 P. M.

Meeting called to order at 1:30 P. M. Committee on nominations reported as follows:

President—Dr. S. A. Bell, Hammond.

Secretary—A. C. Huber, E. Chicago.

Treasurer—Dr. W. C. Chaffie, Huntington.

Executive Committee—A. M. Sweeney, In-

dianapolis; Allen Hamilton, Ft. Wayne; J. W. Ratcliffe, West Terre Haute; C. B. Laird, Rack Port; G. W. Woodward, Decatur.

Vice Presidents—1st district, M. S. Sontag, Evansville; 2d district, Henry Humley; 3d district, D. L. Perry; 4th district, M. D. Reeves; 5th district, J. P. English; 6th district, W. S. Campbell; 7th district, C. W. Moores; 8th district, A. F. Sala; 9th district, H. C. Yount; 10th district, J. B. Moore; 11th district, W. H. Anderson; 12th district, C. S. Bash; 13th district, Geo. A. Baker.

Constitution and By-Laws of the Indiana State Association of School Boards, Adopted November 12, 1903.

## ARTICLE I.

The title of this Association shall be the Indiana State Association of School Boards.

## ARTICLE II.

Its objects shall be: First, the discussion of questions relating to the management of Public Schools. Second, the advocacy of needed legislation. Third, the promotion of efforts to increase the efficiency of the public schools of the state.

## ARTICLE III.

All boards of education of the State of Indiana shall be eligible to membership and shall be entitled to participate in the discussions, and each board shall have as many votes as it has representatives present at such meeting, not to exceed three.

## ARTICLE IV.

The officers of the association shall be elected at the annual meetings and shall consist of a president, secretary, treasurer and thirteen vice-presidents; one from each congressional district and an executive committee of five members and a legislative committee of five members.

The legislative committee shall scrutinize all bills affecting the public schools that may be presented to the legislature at each session, and make reports thereon to the association. It shall also secure the presentation to the legislature of such measures as may be commanded by the association.

## ARTICLE V.

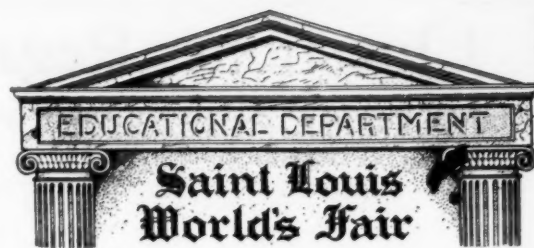
The meeting shall be held annually at such city and time as may be chosen by the executive committee and president. Special meetings may be called by the executive committee.

## ARTICLE VI.

Every school board of the state shall be eligible by paying the annual fee of \$5.00.

## ARTICLE VII.

This constitution may be altered or amended at any regular meeting of the association by a majority vote of the members present, one month's notice of the change proposed having been given to all members by circular. Or by three-fourths vote without previous notification.



## Directory Educational Exhibits.

Names and addresses of persons having charge of the exhibit:

Alaska—Sheldon Jackson, Washington, D. C.

Alabama—No exhibit.

Arizona—N. G. Layton, Phoenix.

Arkansas—John H. Hinemon, Little Rock.

California—Robert Furlong, San Francisco.

Colorado—O. E. Collins, Colorado Springs.

Connecticut—Charles D. Hine, Hartford.

Delaware—No exhibit.

Florida—No exhibit.

Georgia—No exhibit.

Idaho—C. B. Hurtt, Boise.

Illinois—Hon. Jas. H. Farrel, Chicago.

Indiana—Hon. Fassett A. Cotton, Indianapolis.

Indian Terr.—John D. Benedict, Muskogee.

Iowa—F. J. Sessions, Cedar Rapids.

Kansas—Frank Stanley, Lawrence.

Kentucky—H. G. Brownell, Louisville.

Louisiana—Dr. W. C. Stubbs, Audubon Park.

Maine—No exhibit.

Maryland—Hon. M. B. Stephens, Baltimore.

Massachusetts—Geo. E. Gay, Boston.

Michigan—No exhibit.

Minnesota—Miss Susanna E. Sirwell, Minneapolis.

Mississippi—R. H. Henry, Jackson.

Missouri—G. V. Buchanan, Sedalia.

Nebraska—E. H. Barbour, Lincoln.

New Hampshire—No exhibit.

New Jersey—S. R. Morse, Trenton.

New Mexico—Eusebio Chacon, Las Vegas.

New York—Delancey M. Ellis, Rochester.

North Carolina—No exhibit.

North Dakota—W. L. Stockwell, Bismarck.

Ohio—No exhibit.

Oklahoma—Higher Education—D. R. Boyd, Norman. Common School Education, State Supt. L. W. Baxter, Guthrie. City Schools, Supt. Vaught, Oklahoma City.

Oregon—H. S. Lyman, Astoria.

Pennsylvania—A. M. Jones, Westchester.

Porto Rico—L. M. Lindsay, San Juan.

Rhode Island—Thos. B. Stockwell, Providence.

South Carolina—No appropriation.

South Dakota—C. C. Bras, Mitchell.

Tennessee—B. A. Eulve, Nashville.

Texas—W. L. Lemmon, Sherman.

Vermont—No exhibit.

Washington—R. B. Bryan, Olympia.

West Virginia—Thos. C. Miller, Charleston.

Wisconsin—Wm. Geo. Bruce, Milwaukee.

Wyoming—State Supt. Thos. T. Tynan, Cheyenne.

Notre Dame, Ind. Notre Dame University has sent rather a unique contribution to the St. Louis Exposition. It consisted of a shipment of nearly 250 century plants, the largest of which weighed nearly two tons. These varieties, green and variegated, are known as architectural plants.

Williamstown, Mass. The principal of the high school has adopted a plan which will keep parents informed of the progress of their children. For every study in which a pupil falls below 70 per cent. a notice is sent to its parents with a request to assist such child in that especial study.



A. C. HUBER,  
Secretary,  
East Chicago.



ANDREW M. SWEENEY,  
Chairman Executive,  
Indianapolis.



W. H. ANDERSON,  
Vice-President,  
Wabash.

OFFICERS INDIANA SCHOOL BOARD ASSOCIATION.



# Questions Regarding Teachers.

Presented in Alphabetical Order for the Use of Boards of Education.

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## TEACHERS.

**Agencies.** The teachers' bureau has a legitimate place as a business enterprise. It was called into life because there existed a demand for its services. Both school boards and teachers have been benefitted by its existence. It has served as the clearing house for applicants and vacancies. Honorable men and women are engaged in conducting these bureaus and the cause of education has gained through their labors.

The agency or bureau registers the names of teachers who are seeking positions keeping also a careful record of their history, qualifications, testimonials, etc. They, either, notify teachers of vacancies, or else make direct recommendations of their clients where such vacancies exist.

A fee of one or two dollars is exacted of the teacher who registers with a bureau and a commission of from five to ten per cent. of the first year's salary is paid after the position is secured.

**Amusements.** In no other set of rules have the idiosyncracies of school administrative labors been involved more readily than in those restricting the amusements of teachers. In the smaller communities where the teachers stand more prominently before the public eye, the school authorities have, in response to popular sentiment, adopted restrictive measures. In many instances these measures have been solely prompted for the best interests of the schools while in others an over zealous and narrow spirit on the part of a dominant element has brought them into life.

The rules forbid the teacher from attending dances, sociables and card parties, and occasionally a board forgets itself so far as to forbid courting. Modifications are made in localities by exempting Friday and Saturday evenings from the restriction.

**Appointments.** No duty performed by a school board is of more far reaching importance than the appointment of teachers. In rural school districts this duty is performed by the school board without the intervention of anyone save in some instances the approval of or certification by the county superintendent or commissioner. In districts where three or more teachers are employed the advice of the principal or superintendent is sought.

In the selection, the professional, moral and physical equipment of the applicant should be considered. No person who is not physically and morally sound should be appointed. When experienced teachers are not obtainable those with professional training should be preferred.

Many school boards, in both rural and city districts, now demand normal school graduates. Where the school system is large enough to warrant the employment of a superintendent or a principal the latter is entrusted with the selection of the teachers, subject to the approval of the board. It is here held that if the superintendent is to be held responsible for the efficiency of the schools he must have a voice in the selection of the teachers.

"In judging the fitness of a teacher as to health, morals or temperament," the authorities hold, "there is safety in counsel. The business man's intelligence is essential to the best management of public affairs, even in matters purely educational. His contact with the world has

revealed to him some facts regarding education and its value, and though he may have his own personal bias or prejudice, that he would have to say after a thorough visitation of schools would be practicable, to the point, and free from technicalities."

**Authority.** State Supt. Fowler of Nebraska, in a ruling regarding a teacher's authority over pupils on their way to and from school, says: "The teacher stands in the place of the parent at school and has the same jurisdiction over the conduct of the pupils there that the parent has at home."

"It seems to be a simple deduction from this principle that the teacher has the authority also over the pupils at all time when they are thrown together in the consequence of attending school, and it would be very disastrous to school discipline if the teachers were denied a reasonable control over the action of the pupils on the way to and from the schoolhouse. This right, therefore, seems to belong to the teacher by the implication without any express statement of the law to that effect." This contention is in accordance with a decision rendered by the Supreme Court of Michigan.

**Dismissals.** There are school systems in which the teachers hold their positions during the pleasure of the board. The rules provide, however, that teachers who shall have served for three consecutive years shall not be subject to removal, except for some misconduct or incapacity as the board may deem a disqualification.

It is also provided that in order to remove a teacher, charges must be made in writing, a duplicate of which is furnished the teacher against whom the charges are made. The teacher receives a hearing before the committee on qualifications and upon the conclusion of this hearing the committee reports its finding to the board, which makes the final disposition of the case.

**Certificates.** The following rules governing the employment and licensing of teachers prevail in a number of cities:

1. All teachers in the high school may be granted certificates upon presenting to the board of education evidence that they are graduates from some recognized college or normal school, or that they hold state certificates, or that they possess qualifications which under law are equivalent to the above.

2. All teachers in the primary and grammar grades must be graduates from some recognized college or normal school or some high school, approved by the faculty of the state university or the faculty of the normal school and some training school, approved by board of education, or must satisfy the board by examination that they possess qualifications which will fit them equally well for the work they will be required to do.

3. Successful experience of three years teaching, together with the evidence of growth along professional lines will be considered sufficient ground for the renewal of certificates provided written application be made to the board therefor, stating therein the educational journals and books read, the teachers' associations, institutes or summer schools attended and any other work attempted to strengthen the professional life of the teacher. The board of education may also require the teachers to present a record of some educational work or a thesis

upon some educational topic before such renewal.

4. The examination of all first applicants upon all subjects which they are required to teach and the science and art of teaching shall take place when application for the place is made. All examinations shall take place at the convenience of the board of education by a committee appointed by them for that purpose.

5. Certificates shall be granted for a period not exceeding five years.

**Contracts.** The subject touches a practical phase in school administration. From the school board's point of view it will bear discussion which may lead to profitable results to both boards and teachers. There is no need of disguising the fact that breaches of contract are more largely chargeable to the teaching forces than to boards. This may be accounted for, primarily, in the fact that the individual teacher has more at stake in a contract than the individual school board member. Again, it may be said that the board, in case of a vacancy in the teaching force, can find a teacher more readily than can the teacher find an appointment.

But a contract is a contract. A teacher having accepted an appointment, is morally and legally bound to fill the engagement. Where a contract, either verbal or written, is entered into, the obligation is mutual and conclusive.

A school board that ignores a contract made with a teacher can be held for the salary involved. The courts invariably uphold the teacher where competency and faithful service are proven. Teachers as a rule, avail themselves of their rights in this direction, and, in case of unfair dismissal, secure the salary for the term covered by the contract.

It is seldom, however, that a school board brings an action against a teacher who breaks a contract. Even where the conduct of the teacher embarrasses the board, legal action is scarcely ever resorted to. The reasons are obvious and various. The teacher has either departed for distant points, is financially irresponsible, etc., etc., or the board deems it cheaper to hire another teacher than begin a lawsuit.

It is not pretentious to say that the average board is disposed to be fair. If a teacher, after having accepted an appointment in one school system, finds a better position in another school system, a release can usually be secured. The school board member seldom cares to stand between a teacher and his or her material advantage.

**Debts.** All employees of the board are expected to pay promptly their obligations for services rendered them. Failure to do so should be sufficient warrant for their dismissal after an investigation to verify the facts in each particular case.

**Discipline.** Teachers who insult or terrorize their pupils by the constant or frequent use of provoking, irritating, snappish language are subject to severe discipline. The children are their pupils not their menials; for the time being their subjects, not their slaves.

One of the first essentials in the qualification of a teacher is the ability to maintain order and place the class in a teachable condition through the practice of kindness, firmness and a wholesome enthusiasm.

**Dismissal.** An Indiana writer on this subject very aptly says: When a school board decides that the services of the teacher or superintendent are no longer required it should let the teacher know the fact so that he can leave the service in such a way as not to suffer humiliation. It is adding insult to injury to allow a teacher or superintendent to work up to the end of the year, and then, without any warning, drop him. If a teacher is not giving satisfaction it is the duty of the board to frankly tell him so



and state in what regard he is failing, and this should be done in time for the fault to be corrected if the teacher is capable of making the desired improvement.

There should be a spirit of fairness on both the part of the board and the teachers. School boards should not dismiss teachers without good cause and after having given due notice; neither should teachers seek and accept two or more appointments when they can fill but one.

A teacher may be punished by fine, suspension or dismissal, after trial before the board of education or a committee of its body, under charges for one of four offences: (1) gross misconduct; (2) insubordination; (3) neglect of duty; (4) general inefficiency. But no teacher should be removed or dismissed, except after trial, under specific charges.

**Eligibility.** No one is eligible as teacher who does not successfully fulfill one of the following conditions: A, completion of a high school course; B, completion of a high school course of study, with two years' successful experience in teaching; D, completion of normal school course of study; E, completion of a college course of study.

**Examinations.** The plan pursued by many boards in selecting teachers for the schools is about as follows: Those applying for positions holding no diplomas from recognized universities, colleges or normal schools are given an examination to determine their scholarship, and the examination is so conducted that the examiner does not know whose manuscript he is examining, thus eliminating all personal reasons for showing favors.

After the examination each candidate for appointment to a position appears before a committee composed of the city superintendent and the board of education, each one of whom place an estimate upon the candidate's appearance, self-possession, etc., while under a rapid fire of questions from the committee. These estimates are averaged and the candidates having the highest average in scholarship and the highest average of the estimates made by the committee receive the appointment to the vacancies. This plan is supposed to have the advantage of making merit the only qualification for appointment.

**Health.** In a number of cities teachers applying for appointments must undergo medical examination, and present certificates from reputable physicians proving good health.

A number of boards rule that applicants of both sexes seeking appointment, after medical examinations, be excluded for the following causes: Pulmonary tuberculosis; marked physical deformity of any kind; pronounced neurasthenia, or nervous exhaustion; irremediable defects in sight or hearing; such organic disorders or such structural or nutritional deficiencies as may prevent the proper care and control of the pupils.

**Leave of Absence.** When death occurs in the immediate family of any teacher, such teacher should be entitled to leave of absence for four days without loss of salary. A question has arisen over the interpretation of "immediate family." Some teachers have included uncles, grandfathers, mother-in-law, etc. The boards have allowed it to mean only fathers, mothers, brothers, sisters, and children.

Any teacher, who, on account of personal illness, is absent from school for a period not exceeding one month, should receive during such absence the regular salary less the amount of a substitute's pay which is usually fixed at from \$1 to \$1.50 per day.

**Married.** Those who believe that a married woman should not teach urge mainly the following reasons:

That a married teacher owes a duty to her

family, and that, therefore, her presence is demanded at home and with her own children. That family cares detract from the interests in her schoolroom labors. That by holding a position as a teacher she will deprive some single person from means of support. That common avarice or a hankering for dress and finery rather than love for the work prompts her to teach. That a married woman should rely only upon her husband for support. That there should be but one bread winner between husband and wife. That there are times in a married woman's life when ordinary delicacy forbids her presence in the schoolroom.

The opponents of rules prohibiting married women from teaching hold that fitness and character alone determine the employment of teachers, married or single. That a mother is a teacher by natural law. That a married woman has the same rights as her single sister to earn her living. That the seal of disfavor should not be stamped upon marriage. That a prohibitory measure wreaks discriminations and hardships. That it lessens personal freedom and free competition. That it encourages old maidism. That such legislation is special and specious.

Frequently a married teacher holds a lucrative position in the public schools whose husband receives a salary great enough to maintain both in comparative comfort. The injustice of such double employment of husband and wife is felt by the young unmarried woman who is shut out of the schools to give place to the married woman. A married woman having an able bodied husband to provide for her, should strive to become what nature intended her to be, a companion to her husband, a mother to her children, and the queen of her home.

The rules and contracts of most school boards in the employment of teachers provide that the marriage of a woman teacher shall operate as a resignation of her position.

**Non-residents.** The following expresses the position of boards on the subject of non-resident teachers: No person is employed by the board who is not a legal resident of the city or who does not, after appointment, declare his or her intention in writing, to the board, to become such without delay; provided that, upon application, said person, may be exempted from the provisions of this rule by a majority of the vote of the board.

**Outside Occupations.** It is frequently found that teachers, more particularly male teachers, are engaged in other occupations after school hours. Some solicit insurance, deal in real estate or serve in clerical capacities.

While school boards in larger cities have adopted rules forbidding teachers to engage in other occupations, the general consensus of opinion has been, where the matter has come under serious discussion, that, the board has no right to interfere. It is here held that, if the occupation does not lower the character of the teacher in the eyes of the pupils or parents, incapacitate him, or in any way lessen his value as a teacher, the board should not meddle.

**Personal Appearance.** "It is a duty of the first importance," says an authority, "on the part of teachers to be models in personal appearance and in conduct for the pupils under their care. They are especially enjoined to avail themselves of every opportunity to inculcate neatness, promptness, politeness, cheerfulness, truthfulness, patriotism, and all the virtues which contribute to the effectiveness of the school, the good order of society, and the safety of American citizenship."

**Politics.** The schoolmaster has certain rights which he may or may not exercise. Some board members hold that outside of school hours

the schoolmaster's time is his own. He may teach private classes or follow commercial pursuits, saw wood or make political speeches. In fact, he may do exactly what other citizens do, so long as he fulfills his schoolroom duties.

This idea, however, is vigorously combated. It is held that the teacher holds a relation to society which precludes active partisanship, that his position is a public one and of a nature that renders political activity "pernicious;" that the influences

**Private Instruction.** In some school systems a rule prevails forbidding teachers in city schools from giving private instructions to pupils for pay. The rule has grown out of the fact that teachers have neglected their pupils in order to recruit from them classes for private instruction.

**Professional Training.** An authority says: "The idea is prevalent that all that is required to make a good teacher is good health, good character and a fair education. It must be admitted that these are essential qualities, but until some special training is universally demanded teaching will never take its place among the professions." Just as the lawyer, the physician and the clergymen must have special training so should the teacher after receiving a liberal education in general branches, secure a special training in the art of teaching.

**Substitutes.** School authorities should constantly keep on file a list of substitute teachers to be called into service as may be needed whenever regular teachers are absent. The qualifications of such teachers cannot always be fixed at a high standard but care should be taken that at least fairly mediocre material be secured.

**Testimonials.** No uniform practice in granting recommendations to teachers has as yet been adopted. While many school officials are careful and conscientious in what they state regarding the character and efficiency of a teacher, there are those who write out recommendations in such general terms as to mean anything and nothing. Recommendations in order to be serviceable should be free from complimentary expressions and general statements, and should embody information on the following points: 1st, scholarship; 2d, personality and discipline; 3d, teaching ability; 4th, popularity; 5th, general health; 6th, character.

In school districts where no superintendent or principal is employed the recommendations should be signed by the whole board. They should be signed by the superintendent or principal where such are employed.

**Rating.** Rules on this subject usually provide that the superintendent or principal at the close of every semester report on the qualification of teachers. These reports are to state whether the teacher rendered excellent, good, medium or poor service during the preceding school year. The members of the board and the teachers have access to this data, which is considered confidential so far as the press and the public are concerned.

**Visiting.** Prof. William J. Milne says: "Boards of education should require teachers to visit at other schools. The school teachers cannot keep up to the desired standard by always looking on their own work. In order to absorb ideas they must go to the schoolrooms of others, and the system of having them report on their visits is useful."

To this may be added the opinion of Prof. N. Wilkinson, who says: "The teachers of any city should not only come in contact with the variety of ideas in the schools of their own system, but with the best thought of their fellows in other cities as well as the best thought of educational conventions."

# THE AMERICAN School Board Journal

DEVOTED TO  
School Boards, School Officials and Teachers.

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## THE OHIO SCHOOL MUDDLE.

The action of the Supreme Court of Ohio in declaring the school code of that state unconstitutional has resulted in a veritable flood of schemes for the future administration of the schools.

It is unlikely that ever before in the history of the country there has been such a wide and thorough discussion in any one state on the subject of school administration. The best minds of the state are engaged in devising a plan that will not only come within the scope of the constitution, but that will serve in strengthening the school interests of the state.

School officials, schoolmasters, editors and politicians are all busy hammering out ingenious methods for creating school boards, limiting their membership, fixing their tenure and guiding their actions. The subject is approached from every angle and every point of the compass, and thrashed out to the bewilderment of the legislative factors who must, at an early date, provide a school code for the state.

The contest affords an interesting spectacle. The professional factors favor a centralized form of school administration, together with a clear-cut division between the educational and business departments.

The average school official prefers a democratic form of school government, making the school boards elective, with direct representation, retention of the appointive power, final approval and veto power on all matters of an educational and business character.

The herculean task to formulate a plan that will be most acceptable to the various school interests of the state remains with the legislature.

## THE BOAST OF TEXT-BOOK UNIFORMITY.

When the question of text-book uniformity, state or county, once becomes a part of a political platform, the party promulgating the same usually shouts itself hoarse with extravagant praise for the measure.

The politicians behind the platform declarations tell with delightful boldness of the hundreds of thousands of dollars about to be saved to the state in the purchase of school books. The press lauds the measure as a masterpiece in economics.

It has become a sort of a political fad to urge text-book legislation of every conceivable sort against educational publishers who are "wringing millions out of the masses." When the issue has reached the heated stage where any number of political leaders have com-

mitted themselves to the catch cry, calm reasoning on the real merits of the text-book uniformity problem is out of the question.

The facts are that while a uniform system of text-books for either county or state has some merit in that books may be obtained at a trifle lower cost, this advantage does not compensate its disadvantages. It stands to reason that when books are adopted for a whole state the price will be cheaper than if adopted for one town only.

Note the other side of the question: State text-book uniformity takes a discretionary power from the local authorities and places it into the hands of the state. It takes the exercise of judgment and control from the many and centers it into the hands of the few.

The fundamental idea of our form of government is to give the widest possible latitude in the matter of local self-government. This idea must find its best inception and consequent realization in its schools and in their administration. The development of democratic thought and feeling is best fostered through a wide latitude in the administration of the educational affairs of a community.

But text-book uniformity is not only contrary to the spirit of our form of government, which is serious enough to condemn it, but it bears other evils. It prevents the selection of such books as will serve particular local needs, or meet peculiar local conditions. It builds up a small autocratic machinery in state politics which believes itself capable of doing the thinking for the thousands of school board members who have been chosen by the people to administer their schools.

It is a sad commentary on school boards to contend that in conjunction with their professional factors, they should be unable to say what books or supplies shall be used in the schools.

## CONTRACTUAL, NOT OFFICIAL.

The Supreme Court of New York has established the exact relation between school boards and teachers in an important decision recently rendered.

It has been a question of vital import to the teachers of New York whether or not the Board of Education was legally empowered, in 1897, to adopt a by-law, by which teachers are compelled to forfeit their pay for days when they are absent from duty. On the side of the teachers the argument has been advanced that they stood in the same position as other city employees, and in other departments it is not customary to deduct from salaries for days of absence when sickness or some other good excuse is given.

By a decision of the Supreme Court handed down recently, following a former decision that a teacher's relation to the city is *contractual and not that of an officer*, the Board of Education can deduct from salaries pay for days of absence.

This ruling was an outcome of a suit brought by a teacher to recover \$192.68, because she was absent during an illness. Under the Charter of 1897, board powers were given to the School Board, and under these powers,

it is held, a valid by-law could be adopted, deducting pay for absences.

## SELECTION OF A SITE.

The methods usually employed in the selection of a school site are far from perfect. When it becomes known that a particular piece of ground is wanted for school house purposes, the price immediately advances. Real estate men are on hand to conduct negotiations.

Where a city council is the Caesar to whom the school board must appeal, the site selected is likely to be anywhere except where it really ought to be. Again, the selection of a school site is frequently attended with corruption and scandal.

Thus the present method is not only an expensive one, but does not even then lead to the selection of the most suitable building grounds at the most advantageous price.

The better method is the one by which sites are secured through legal condemnation proceedings. Here the school board primarily makes its selection of the site, secures a central location as to school population and consistent with probable future needs of the ward or district. The court appoints appraisers to fix a valuation and the price finally paid for the property is likely to be somewhere near its actual value.

This method has been the means of saving thousands of dollars in the cities where it is in vogue, as against the "bargain and sale" system so prevalent now.

When the laws on the condemnation of land are too slow in operation or otherwise inadequate, efforts should be made on the part of the school authorities to secure a legislative remedy.

The sums saved in the purchase of a site will go a long way in improving the equipment of the new school building.

## SCHOOL ARCHITECTURE IN EUROPE.

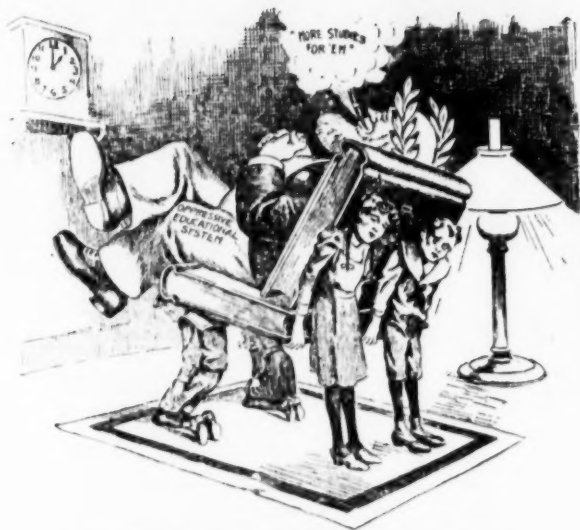
The subject of school architecture has nowhere received more thoughtful care than it has in Continental Europe. The schoolmaster together with the architect have from time to time evolved new ideas which were incorporated in new structures. The latter came at long intervals only, and were so substantial that they will remain for an indefinite time.

Here, as elsewhere, local conditions together with the courses of study pursued have influenced largely the character of the structures. These were made to serve in the fullest measure the needs of the school—on the assumption that the house must fit the school in order to be a schoolhouse in the best sense of that term.

Thus, the best thoughts in schoolhouse essentials came to us more than a century ago from Europe, and more particularly from the Teutonic countries. Germany, Austria and Switzerland have led in the beauty and utility of their school buildings.

The architecture is usually correct in outline and, while not always beautiful, is at least tasteful and in keeping with accepted ideas on the subject. The grounds, too, are usually spacious in order to afford the most





How Home Study is Stigmatized in Some Cities.



Father Knickerbocker's Most Serious Task.



The Twentieth Century Crime Against Common School Education.

pleasing effects and give the architectural outlines the strongest possible setting and background.

The utilitarian side has received equal thought and care. The economy of space in the division of class-rooms, corridors and entrances, finds its expression in most ingenious orientation of the floor plans.

In the direction of sanitation the subject of lighting has perhaps received the greater attention. Germany has fixed the standard for class-room lighting. This standard, which is now popularly known as the German system, provides that the light must come from one side of the room only and pass over the left shoulder. Under favorable conditions the window surface must be at least one-fifth and under unfavorable conditions at least one-fourth of the floor space. Light from the rear is objected to because it casts a glare into the teacher's eyes and causes cross shadows on the pupils' desks.

Light, in fact, is looked upon as a factor of such great importance that it receives the first consideration under the head of sanitary equipment. Aside from its common uses, it is regarded as a disinfectant in that it kills the most deadly germs. As already stated, school-houses, like all public buildings in Germany, are surrounded by ample space in order to give an effectful setting to the architecture. But it is also done to enlarge the facilities for light-

ing. The corridors as well as the class-rooms in numerous instances receive their light from the outside, thus accomplishing in a measure through light, together with the ample space which may surround a building, what we aim to accomplish by mechanical ventilation.

The next feature, one which is brought about by the necessities of the course of study, is the gymnasium. Every modern schoolhouse, be it a grammar or high school, is equipped with a gymnasium, for the use of both sexes. These gymnasiums are sometimes found upon the second or third floors, but more frequently upon the ground floor, and accessible from the playgrounds as well as from the school.

Separate wardrobes are not common. When garments are not hung in class-rooms they are placed in the corridors.

The school-grounds receive great care. Landscape gardening is fostered here as well as the so-called school-gardens. Plants, flowers and shrubbery are not only grown in order to enhance the beauty of the grounds but also to serve as a study for the pupils.

#### HONORING SUPERINTENDENTS.

The distinction conferred upon Superintendent Balliet of Springfield, Mass., a year or two ago, and the recent ovation tendered to Superintendent Martindale of Detroit, are proper reminders of the respect due the average schoolmaster. In both cities the school

people and citizens turned out in gratifying numbers to do honor to the educational leader of the community.

Contrast public ovations of this kind with those communities where the superintendent's name is seldom mentioned, except in a fault finding way, where the school board lacks adequate appreciation for professional labors well performed, where the superintendent's tenure of office hangs upon the slender thread of political scenery shifting.

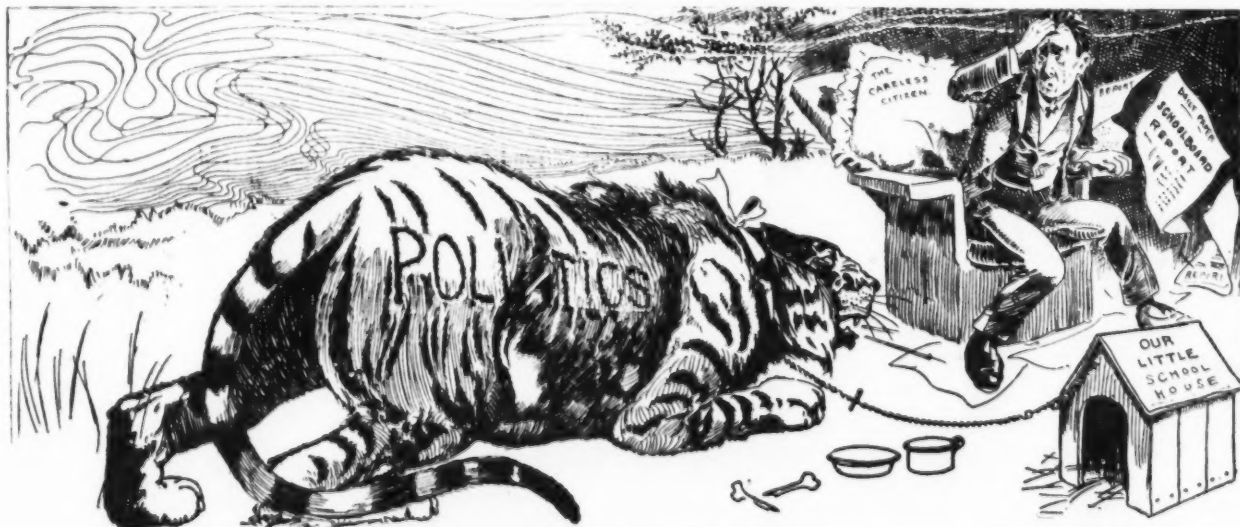
The school superintendent who is all that his title implies; who possesses the scholarship, professional teachership, moral character, tact and executive ability—does not receive in mere dollars and cents all that he is worth to the community. He performs a service to society and to the state for which no one can compensate him. The consciousness and satisfaction of having performed a service of a high order, alone, can be his best compensation.

The Springfield and Detroit ovations should be repeated elsewhere. We know dozens of patriotic, self-sacrificing and successful school superintendents to whom a public expression of gratitude would prove a genuine surprise party.

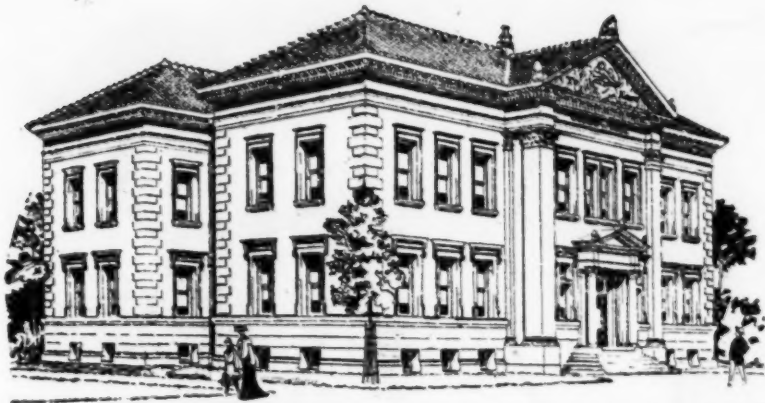
Public gratitude and appreciation in themselves are a proof of public virtue. They speak of a sympathetic interest in those who give more than they receive.



The Pupil's Burden for the year 1904.



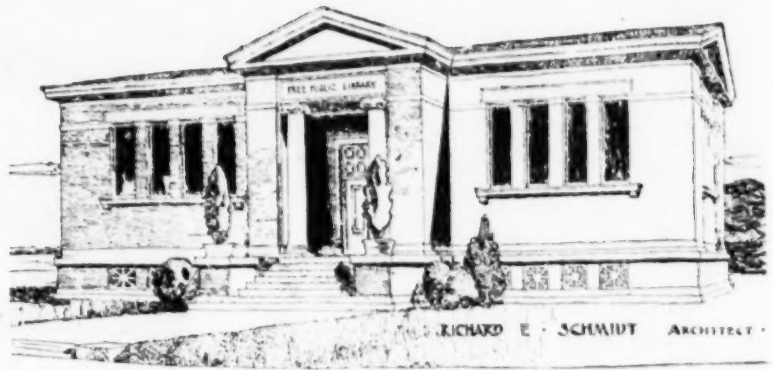
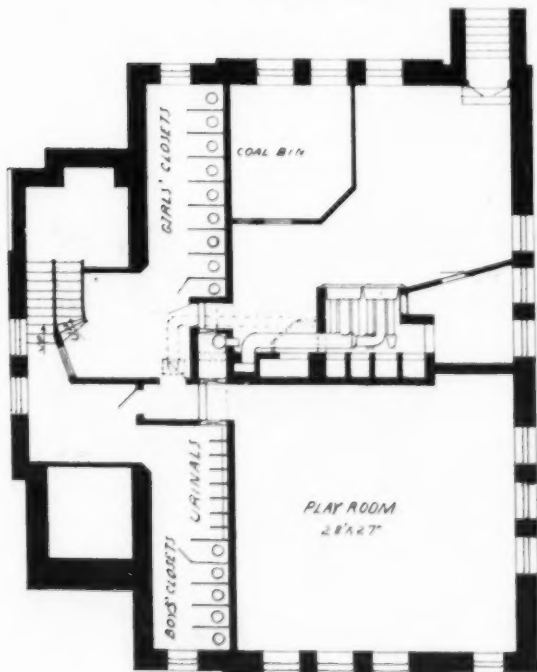
The real menace to the administrative efforts in behalf of the American system of popular education.



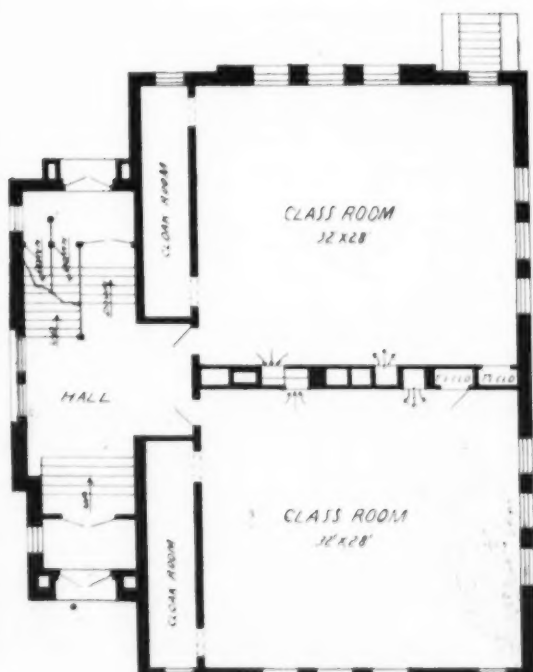
Five Rooms.

NEW SCHOOL, CHESWICK, PA.  
F. C. Sauer, Architect.

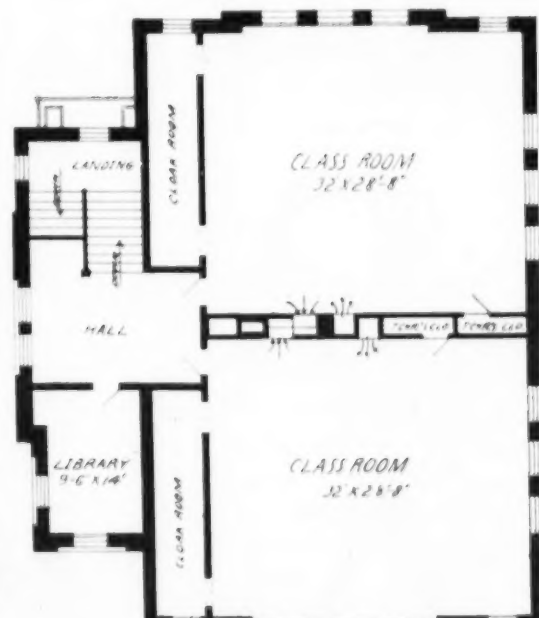
Cost \$35,000.

NEW CARNEGIE PUBLIC LIBRARY, CHICAGO HEIGHTS, ILL.  
Richard E. Schmidt, Architect.NEW SCHOOL, BAGLEY, MINN.  
E. Straasberger, Architect, Crookston, Minn.EVANGELICAL LUTHERAN SCHOOL, MANKATO, MINN.  
Albert Shippel, Architect, Mankato.NEW DICKINSON SCHOOL, FARGO, N. D.  
W. C. Albrant, Architect.

BASEMENT PLAN.



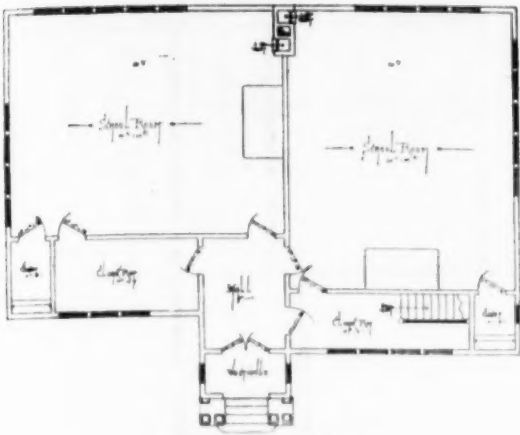
FIRST FLOOR PLAN.



SECOND FLOOR PLAN

FLOOR PLANS, EVANGELICAL LUTHERAN SCHOOL, MANKATO, MINN. Albert Shippel, Architect, Mankato.

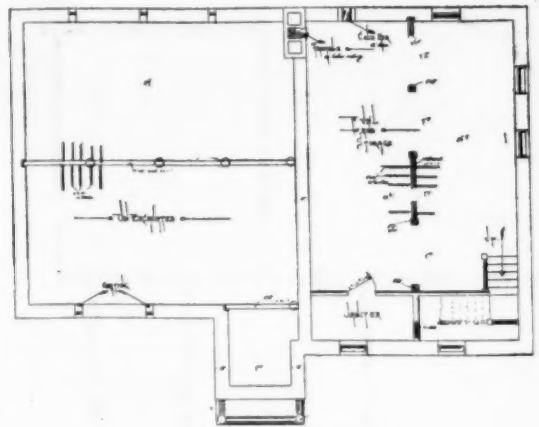




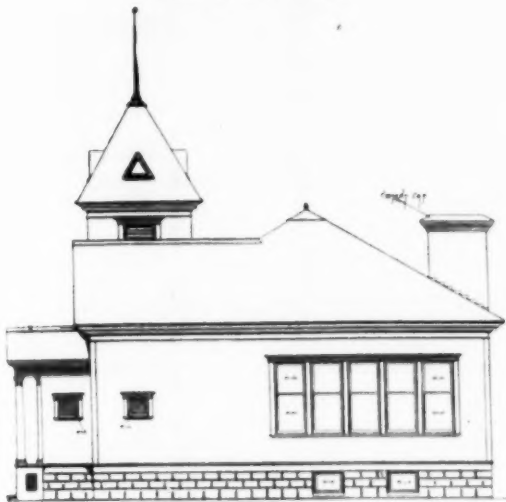
MAIN FLOOR PLAN.



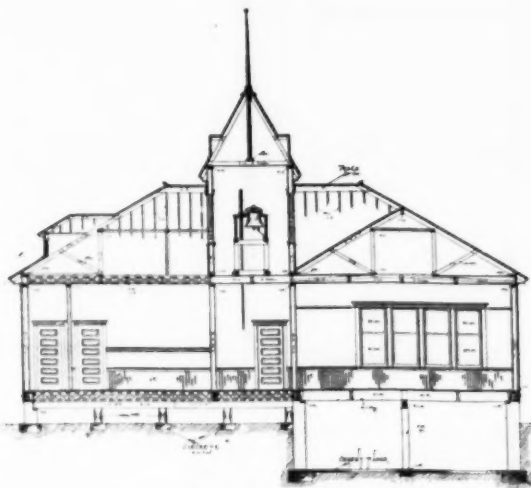
FRONT ELEVATION.



BASEMENT PLAN.



NORTH ELEVATION.



LONGITUDINAL SECTION.



SOUTH ELEVATION.

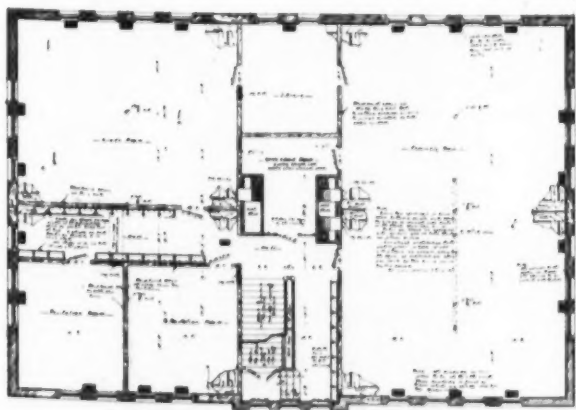
PLANS FOR NEW SCHOOL, EAST EDGEWATER, PETOSKEY, MICH. Albert E. Rose, Architect, Petoskey.



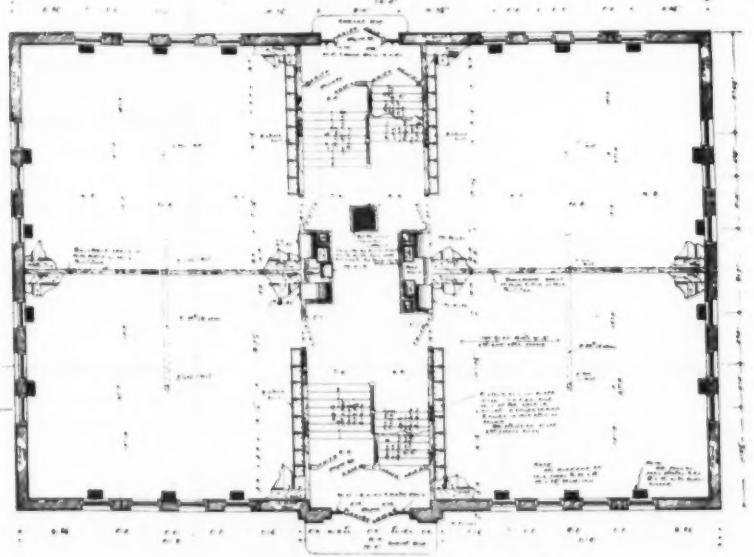
NEW HIGH SCHOOL, ALMOND, WIS.  
Fred E. Webster, Architect, Ripon, Wis.



FRANK T. HOWARD SCHOOL, NEW ORLEANS, LA.  
Thomas Sully, Architect.  
Twelve Rooms. Seating Capacity 600. Cost \$60,000.

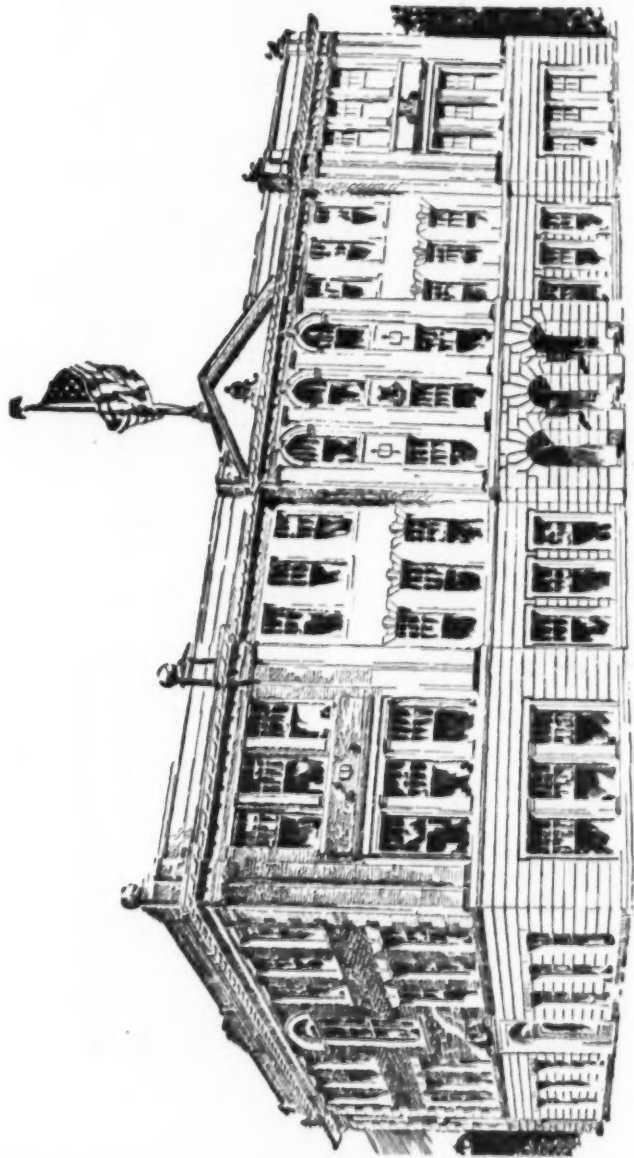
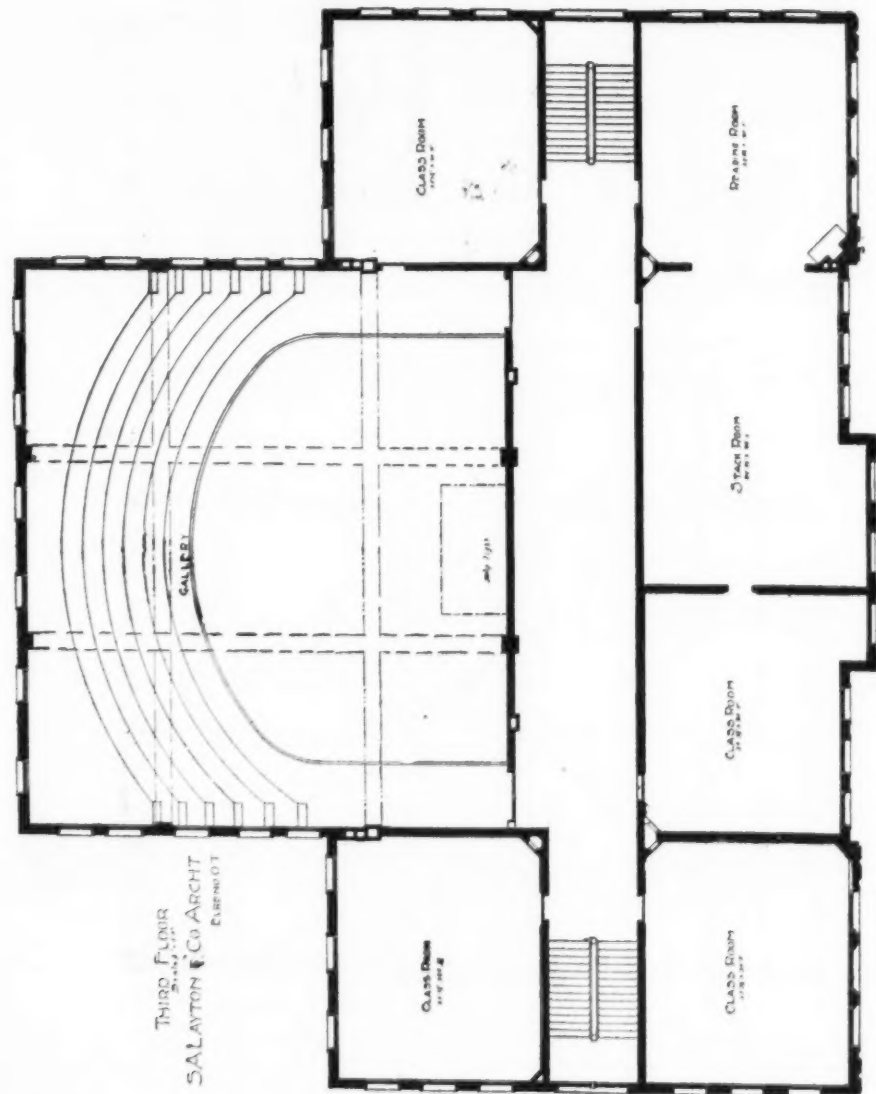


SECOND FLOOR PLAN.



FIRST FLOOR PLAN.

FLOOR PLANS, NEW HIGH SCHOOL, ALMOND, WIS. Fred E. Webster, Architect, Ripon, Wis.



NEW BUILDING, STATE NORMAL SCHOOL, EDMOND, OKLA.,  
MR. F. H. Umboltz, President.  
S. A. Layton & Co., Architects, El Reno, Okla. Cost, \$30,000

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# The School Superintendent.

William H. Maxwell, city superintendent of schools, is almost certain of re-election on the expiration of his term, on March 14, 1904. Mr. Maxwell was appointed to his present place on March 15, 1898.

Though there has been some talk to the effect that the incoming mayor will soon be able to control the board, this is an absolute impossibility. The new members who take their seats next year have already been appointed by Mayor Low. Mr. McClellan will have the power to appoint nine commissioners next November, and nine the following November, his appointments taking effect on the first of the year following. There are forty-six members of the board, and the eighteen vacancies that will come in the Tammany administration would not give the latter even half the body, for the Tammany appointees now on the board will be the first to have their terms expire.

Omaha, Neb. In speaking of secondary education, Supt. Carroll G. Pearse recently said:

"The old notion that education is purely an academic affair and has no need to be practical is fast losing ground among those who have to do with public schools. The boys and girls who go from the high school into business or into a profession largely outnumber those who continue their studies in the college or the university. It is not likely that the courses which fit for college will ever be taken from the high school. These courses give a fine general training regardless of what manner of life is to follow them.

Brooklyn, N. Y. The course announced for this season includes lectures on Electricity, Astronomy, Chemistry, Literature, Music, Art, History, Architecture, Natural Science, Sociology, Descriptive Geography and Travel. As was the practice last season, nearly all of the lectures will be fully illustrated by practical experiments or by the aid of the stereopticon or the more modern apparatus used to depict motion. In connection with the lectures, platform libraries will be used, thus inculcating the habit of useful reading along lines on which the discourses are given. As a further aid in that direction, the managers of the public libraries in all parts of Brooklyn and Queens have promised to co-operate in the departure.

State Superintendent Fowler of Nebraska, in discussing the advisability of teaching the elements of agriculture in the rural schools, says:

"Much of the work of the school, including instruction in geography, arithmetic, science and literature might be correlated profitably with instruction in agriculture and nature study. A school garden with the actual work intelligently directed might prove an inspiration to honest toil and better living. As the effect of teaching vocal music daily in the schoolroom is felt in the church, the Sabbath school, in society and in all public gatherings, so the teaching of agriculture and nature study will affect and improve every farm and garden and lawn and flowerbox in the neighborhood. The attractions of farm life may be thus enhanced and the exodus to the city diminished.

"Instruction in agriculture, properly presented, will increase interest in school life and in farm life. The care of stock, the protection of insectivorous birds, the preservation of game, the engineering of the farm, the great physical universe, will appeal directly to the boys, and

the domestic science, including preservation of fruit and dairying and rural economy, will interest the girls. The farm is the groundwork, the backbone, the sinew, of our health, our wealth, our happiness. It must remain so. Keep close to nature for physical, intellectual and spiritual strength and growth."

Batavia, N. Y. Five years ago the local school inspector, Mr. John Kennedy, advised the school board not to start a new schoolroom—which at that time was badly needed—but to place two teachers in the crowded rooms; one to teach the classes, the other to go among the pupils helping the dull and backward ones. The plan has proved an unqualified success in the rooms where introduced. State Superintendent Chas. R. Skinner speaks highly of the "Batavia idea."

Vermilion County, Ill. A new system of rewards for punctuality and perfect attendance has been installed by Superintendent Holmes in the county schools. Every month small certificates are issued to pupils who have neither been absent nor tardy during that month. When a pupil gets five of these, they are exchanged for a large certificate, handsomely engraved, after the manner of a diploma and suitable for framing. The system is working splendidly and the pupils seem anxious to acquire the certificates.

Baltimore, Md. Spanish has been added to the course of instruction in the Baltimore city college.

## One or Two High School Sessions?

The question whether high schools should have one or two sessions comes up as frequently as any other question pertaining to school administration.

A fair discussion of the subject is made in a communication by Prof. Albert H. Wilcox sent to the board of education of Rochester, N. Y. It reads as follows:

In considering the question of the proper session, two general types present themselves for discussion.

First, a double session similar to that of our grammar schools, consisting of a morning session of about three hours and an afternoon session of two, with an intermission of about one hour and a half at noon.

Second, a single session, with a much shorter intermission, or none at all.

The requirements of a high school session are briefly these: A general assembly period of fifteen or twenty minutes devoted to music, recitations and declamations and kindred exercises; three to five recitation periods of forty minutes; an opportunity for quiet study and for the preparation of a good portion of the lessons assigned; an additional opportunity for individual work between teacher and pupil outside of the formal recitation, when pupils may regain what they have lost through absence or failure to comprehend the work of the recitation room; recesses sufficient in number and in length to guard against undue nervous tension and exhaustion; a luncheon period, if the session covers the time when pupils naturally require food.

There are many arguments in favor of the double session. Confinement in the school room and application to its tasks draw upon the nervous energy of children so that their ability to study or to give attention in the recitation is reduced rapidly from the maximum to the mini-

mum. Experience has shown that at the end of three hours this minimum is reached with the average pupil.

The rest at noon permits the pupil to return for the afternoon with nervous energy restored nearly to the maximum. The studies of the afternoon find the pupil not quite so fresh as in the morning, and nervous energy is dissipated more rapidly, so that two hours has been found to be the best length of time for the second session.

In larger cities, where the high school is from one to three miles from the homes of the majority of the pupils, and where for part of the year, at least, they must walk for some distance or ride on street cars, the time spent in going and coming and the expense of car fare make the double session impossible.

Granting that the single session is better for a large city, the question is narrowed to the length of such a session and the time for opening and closing it. Three common types can be found in various cities.

First, a session from 9 until 1 with no intermission of any considerable length; second, a session from half-past 8 until 1, with a fairly long recess somewhere between 11 and 12; third, a session from 9 until 2, with an intermission somewhat similar to the second type.

The argument in favor of the first session is its shortness, representing a minimum of confinement and a maximum possibility of time outdoors and at home. The chief objections to it are the long and continued strain of four hours which it imposes and the fact that it neither releases the pupils in time to eat their noon meal with their families at home, nor does it provide any substitute at school.

The second plan is objectionable as to the opening hour. In most homes affairs are arranged so as to permit the children to reach school at 9; also many boys and girls of high school age help at their homes in the morning or are employed for an hour or more before school, if there is time. In some cases attendance at high school turns on this possibility of employment. Under this plan also the hour of closing is too late to permit pupils to reach home for the noon meal with their families. It would seem then that the session should begin at 9 and continue long enough to secure the essential features of a high school session mentioned above. Therefore, I recommend the following session:

9:00 to 9:20, roll call and assembly; 9:20 to 10:00, first recitation period; 10:05 to 10:45, second recitation period; 10:50 to 11:30, third recitation period; 11:35 to 12:15, fourth recitation period; 12:15 to 12:45, luncheon; 12:40 to 1:25, fifth recitation period; 1:30 to 2:10, sixth recitation period.

The majority of pupils have four recitations a day; some only three. Under this plan most of the pupils can prepare half of their lessons in school and some of them can prepare all of the work. While the limits of the session cover five hours, the maximum time spent in recitations would be two hours and forty minutes, while for many it would be only two hours; the time for study would range from one hour and twenty minutes to two hours, and between the opening and close of the session there would be a total of one hour and ten minutes for relaxation for all pupils. Ample time is given for a substantial luncheon and for a daily gathering in the assembly room.



## A NEW SCHOOL CODE FOR OHIO.

(Concluded from Page 3.)

test. But I am afraid that inefficiency and weakness would be found quite as invulnerable to the attacks of the good people. Barring flagrant immorality and a degree of incompetency bordering on imbecility, it seems to me the Cleveland superintendent is practically irremovable. I can not see how ordinary incompetency could be got rid of in that office except by natural death, revolution, or assassination.

I do not think it even desirable that the superintendent should be elected for a very long term until after trial. In fact, the whole question of length of term is best left to individual boards, but it should be possible, where boards desire to do so, to elect for indefinite terms, i. e., during satisfactory service. For whatever term the superintendent is elected, it should be impossible to reduce his salary, and impossible to remove him except upon three-quarters vote, during that term. In this way the superintendent who had secured the confidence of his board and constituency sufficiently to obtain an indefinite election, would be as secure and free in the administration of the schools as it is desirable for any fallible mortal to be in wielding such a tremendous responsibility.

**Text Books.** In the matter of text-books there can not be two opinions. Into the selection of teachers ordinary common sense and knowledge of human nature may enter largely. Here the superintendent may not be superior to the intelligent board member. But the choosing of text-books should be based on purely professional considerations, and here the expert is, or should be, supreme. It is the superintendent's business to know the principles of sound education and to know text-books; consequently to know in a given case whether the two are in accord. If he does not know this better than his board he has no business to be a superintendent. The peripatetic book man must be considered in this connection. I do not undervalue him. He is an indispensable cog in the modern educational machinery. Without him the superintendent's book shelves would present the desolate appearance of Mrs. Hubbard's justly celebrated cupboard on the occasion of a certain memorable visit and teachers' gatherings would be robbed of half their sunshine. But the Ohio legislature will fall short of performing its whole duty next winter if it does not fix things so that the book man will find it necessary to do business with the superintendent of schools exclusively. Let the latter have sole initiative in the selection of books, and require a three-fourths vote to reject a recommendation or to adopt a book without it.

As for the rest, the present Ohio text-book law is excellent. Let it stand. It allows sufficient freedom of change, but puts a check on capricious and ill-considered action. Its permissive but not mandatory free text-book clause gives to that important matter just the status it should have in the present condition of educational opinion.

There may come up next winter a uniform text-book proposition. If so, it should be accorded the courtesy of quiet but early burial. State uniformity has nothing to recommend it, not even its common plea of cheapness.

**Teachers' Salaries.** Well authenticated rumors are going about that a minimum salary bill fixing lowest compensation for teachers at \$40 a month will be presented to the code makers, and that the prospects of its passing are excellent. We prostrate ourselves in profound and grateful salaam to the good patron saint who has this document enveloped in the ample folds of his tunic. Having done this we rise to say that, beneficent as this provision undoubtedly will be, it touches only a small part

of the real financial problem of the profession. It is not the raw recruit in the service that needs financial assistance so much as the veteran. I do not hesitate to assert that there is no profession or occupation in this country to-day that pays so much to the untrained and untried beginner as the profession of teaching. I have made this statement repeatedly before bodies of teachers, and no one has ever yet had the hardihood to attempt a refutation. Why does the prospective doctor or lawyer turn to teaching in order to recuperate his finances and continue his professional course? Why does he not use his own profession for this purpose? Aside from the barriers which society has erected to protect itself from crude ignorance in these lines, there is the very practical reason that there is no employer to be found who is willing to pay him as much for doing what he does not know how to do as a board of education. Forty dollars a month is not too much for even the beginner in school teaching, but it is the teacher who has served her apprenticeship, who really knows how to teach school, who most needs the kindly ministrations of our lawmakers. How shall this be done? To pay the experienced and skillful teacher as much more than \$40 a month as her services are more valuable than those of the beginner is out of the question. The public schools are already the largest item in the municipal expense account. It is simply impossible for any ordinary community to pay its good teachers what they ought to receive. It is not a question of willingness, but of economic possibility. However, there is a means by which the twilight of the teacher's career can be robbed of its chief terror—old age poverty; that is, by pensions.

**Pensions.** Some form of teachers' pension system is already in operation in most of the large cities in this country. That is to say, a means of paying annuities to superannuated teachers is provided. But they are not pensions in the common meaning of the word, since the funds are provided by the teachers themselves. It is voluntary mutual insurance rather than pensions. The Ohio legislature has already passed a law authorizing school districts anywhere in the state to establish pension funds by withholding \$2 a month from the salaries of such teachers as express a desire to become contributors and ultimately beneficiaries of the fund. The scheme seems admirable in all respects as such schemes go. The vital objection is that such payments are not pensions at all. The funds from which our war pensions are paid were not obtained by deducting certain amounts from the pittances paid the soldiers for their services. They are paid by a generous and grateful government out of general taxation. However, there is no objection to the teachers bearing a proportionate part of the burden of pensions. Let the present law be retained as to general scheme, but throw the opportunity open to every teacher in the state. Let state, local community, and teacher be equal partners in the plan. Let the teacher contribute, say, 1 per cent. of her salary. Let state and community each furnish a like amount. Then we shall have something approaching a real pension system. The teacher who has outlived her usefulness can enter undismayed into honorable retirement. Both school and teacher will be benefited, and the public will find it in the long run an economy. There should be no sentiment among teachers against accepting a pension. It is not a charity; it is a right—a right that they have earned by continued faithful and efficient service. In conclusion it may be said that there is to-day no civilized nation on the globe which does not pay pensions—real pensions to its teachers except England and America.

It should be possible also to elect teachers for indefinite terms, and in other respects the conditions of tenure should be the same for them as have been outlined for the superintendent.

**Higher Professional Standard.** Along with the more attractive material conditions of the profession should go larger professional requirements for admission. Let the profession of teaching be made attractive, then make it hard to get in. Let the legislature fix the minimum salary at \$40, and then see to it that only \$40 teachers get a chance at the salary. But there should be caution and the very highest wisdom exercised in fixing the standard of entrance. Above all it must be kept in mind that Heaven is not gained at a single bound. It is well to hitch the wagon to a star, but for all that we must never let our feet leave the ground. We cannot fix barriers that will be prohibitive and leave the schoolrooms unmanned. Let us remember that to-day, with almost no standards of admission, there are schools in the state of Ohio which can not find a teacher. Let us by all means set some educational requirements for candidates, but let these be stated quantitatively and lend themselves to some latitude of interpretation. Let there be no list of specific subjects, which candidates must have passed through. The educational pasture is pretty broad now-a-days and there is good browsing in all its parts. If those who come out of it to market tip the scales at the right figure, let us not be too much concerned to know in which corner they got their grass, nor the botanical names of all the varieties consumed.

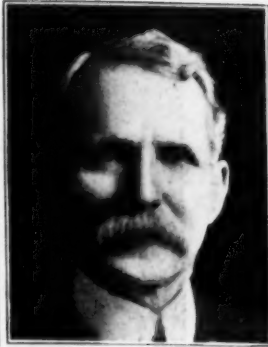
**Certification.** This leads us naturally to the question of the certification of teachers. No system of certification based upon written replies to purely academic questions and administered by human fallibility can possibly be devoid of imperfections or fail to work some injustice. And yet no other method has yet found general acceptance. So we may as well reckon with the situation as it is. I do not see but that the present method of certifying teachers is as good as any. That is, unless the county superintendent should be created, in which case he should have sole charge of certifying the teachers in the schools over which he has charge, but no others. Diplomas of reputable educational institutions should receive recognition.

**State Aid.** The state of Ohio is already very generous in supplementing local taxation for school purposes, as compared with other states. The one-mill levy and the interest on the irreducible debt are monuments to the wisdom and foresight of the fathers in matters of education. But the time has come to go forward in this same direction. The growing sense of civic solidarity which is perhaps the most striking characteristic of recent sociological evolution has prepared the people for the assumption on the part of the state of a larger responsibility for the education of all its youth. The funds referred to are for general school purposes and should stand as they are. The additional aid granted should be for special purposes and should be applied where it will do the most good. There are two points in the educational system where help is very much needed at present. These are the weak town high school and the weak rural school. Time is wanting to demonstrate these propositions, but they will probably not meet any general disagreement in this body. Minnesota, to mention only one instance, already grants \$800 a year to approved high schools. Ohio could improve very much on this plan by proportioning its aid to local effort, somewhat as Mr. Carnegie does with his library gifts. The same is true of the rural schools, whose need of assistance no one at all familiar with their conditions can deny.

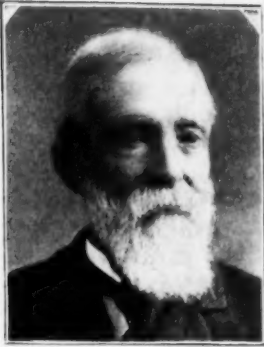




EDW. J. JEFFRESS,  
Edwardsville.



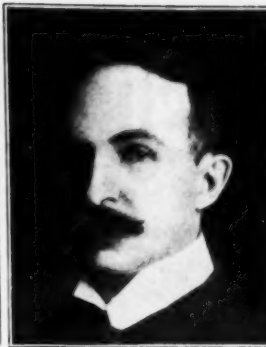
DR. B. S. PECK,  
Galva.



J. MURRAY EATON,  
Fulton.



D. G. GRAHAM,  
Downer's Grove.



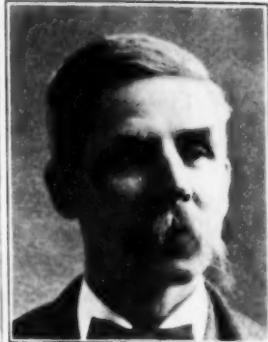
FREDERICK W. KELLER,  
Lawrenceville.



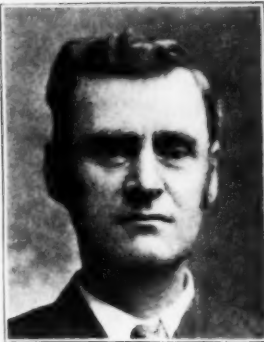
CHAS. T. BATES,  
Roodhouse.



L. W. McMAHON,  
Griggsville.



J. S. ADDIS,  
Canton.



JOHN K. EGLEY,  
Onarga.



THOMAS KNOEBEL,  
East St. Louis.



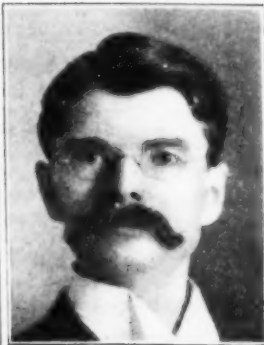
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Nokomis.



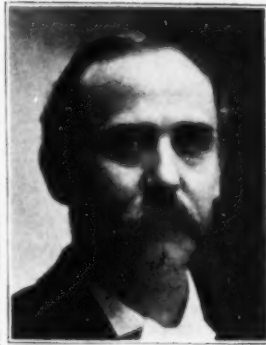
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Park Ridge.



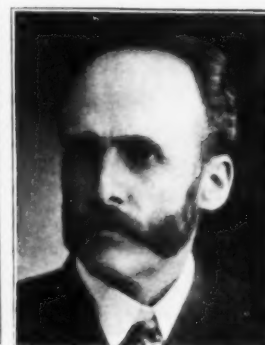
A. A. HEFLIN,  
Wenona.



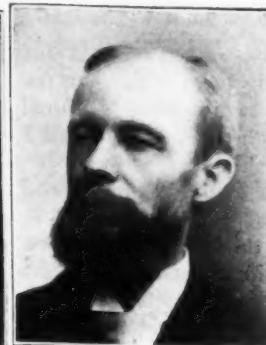
C. A. DARNELL,  
Piano.



C. CHADDOCK,  
Polo.



LESTER H. STRAWN,  
Ottawa.



JOHN J. HALSEY,  
Lake Forest.



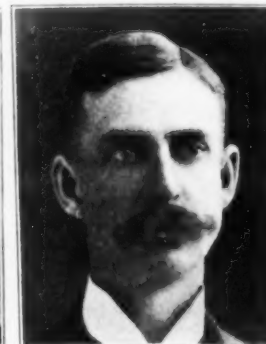
D. P. BARKER,  
Sparta.



WM. B. WRIGHT,  
Edgingham.



B. C. ALLENSWORTH,  
Pekin.



W. D. ROGERS,  
Harvey.



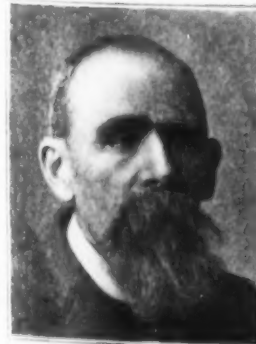
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Minonk.



DR. C. H. LATHAM,  
Pecatonica.



T. H. PERRIN,  
Alton.



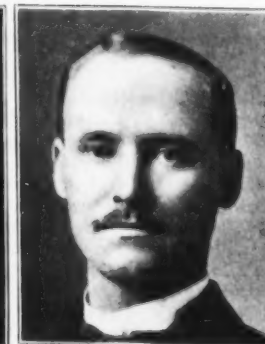
CAPT. M. C. EDWARDS,  
Pinckneyville.



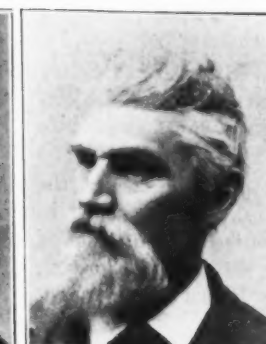
MEYER HEXTER,  
Ashland.



J. ROSS BROWN,  
Aledo.



JAMES B. SEARCY,  
Carlinville.



J. S. BURT,  
Henry.



M. O. SOUTHWORTH,  
Aurora.

ILLINOIS SCHOOL BOARD PRESIDENTS.



### Interfered with Honeymoon.

Mr. L. F. Gates, western manager of D. Appleton & Co. at Chicago recently concluded to take unto himself a wife. The happy day was fixed for December 21.

A week before this date he received a notice to serve on a jury in one of the local courts which would be in continuous session for a month. Gates was in a great stew over the interference with his plans, but the generalship which he usually displays in matters of business soon came to his aid. He sat down and wrote to the court the following letter:

Dear Judge: I have been summoned to appear in your court on the 21st inst. to serve as a juror. I appreciate the distinction you confer upon me in being permitted to perform so important a duty of American citizenship, and I feel that I ought to comply, without a murmur, were it not for a peculiar circumstance.

I seems that, on the very day that you demand my presence in the sacred halls of justice, I am required elsewhere. To disappoint you will be serious in that you adjudge me in contempt, which means a fine or imprisonment, or both.

On the other hand I have agreed on that day to lead to the altar, a fair lady, make her my wife and promise to love and cherish her until death doth us part. Which engagement shall I keep—court or altar?

Now, judge, if you were young once more and had a beautiful bride—but I beg your pardon for attempting to argue this matter. Do you think that under the circumstances I would really make a good juror? Yours truly, L. F. Gates.

The following brief reply reached Mr. Gates' desk next morning:

Dear Sir: I too was young once. You are excused. (Signed by the judge.)

The marriage took place on the day set and the happy couple is now off spending the honeymoon.

### A Bookman in Public Life.

The bookman's versatility and adaptability for other vocations in life and his serviceableness in a public capacity is illustrated from time to time.

Mr. Frank Smith of Thompson, Brown & Co. served in the state legislature of Massachusetts with credit to himself and his district.

Mr. H. L. Holliday of the American Book Co. has simultaneously filled the position of bookman and postmaster doing justice to both. Mr. Holliday is the postmaster of Pittsburg and commands the highest respect in the community.

Mr. W. W. Tapley of the Milton-Bradley Co. of Springfield, Mass., served a term in the city council a few years ago in a most creditable manner.

Mr. C. E. Brown, who now represents the American Book Co. in Ohio, formerly lived in Wisconsin, where he represented the late firm of Butler, Sheldon & Co. He resided in Madison, where he filled a seat in the Board of Aldermen in a most able manner.

Mr. R. L. Myers of the firm of Myers, Fishel & Co. of Harrisburg, Pa., served as senator in the legislature of Pennsylvania affecting some progressive school legislation.

And now we learn of John F. L. Morris, the popular Philadelphia agent of Ginn & Company in the role of a common councilman. Morris is by no means common. He is uncommon to say the least in that he is a cultured gentleman, a successful bookman and an honest and efficient public servant.

There are, no doubt, many other bookmen who are, in the home cities, filling positions of public trust and honor.

Wm. Mihills, formerly a bookman has gone into the laundry business at Cedar Rapids, Ia. His old friends among the clan now call him the "he washerwoman." They say "Billy now makes a clean profit of three hundred dollars a week—more than he ever earned at the book business."

Ed. Ravenbyrne, who was formerly connected with D. C. Heath & Co., looking after the firm's parochial school trade in the West. Mr. Ravenbyrne carries with him his usual humor and avordupois. He is an Irishman in wit, an Englishman in accent and a Yankee in grit. This makes him jovial, interesting and successful.

### Skinner's Centennial Ode.

The popular educational author and bookman, Hubert M. Skinner, connected with the Chicago office of the American Book Company has written an ode on Louisiana, anent the St. Louis World's Fair. It has been pronounced a fine production, rich in thought, poetic in expression and perfect in diction.

It reads as follows:

Only a hundred years,  
Blown on the breath of time!  
Only a phantom screen,  
Closing an act sublime!  
Only a spray of drops  
Flung from the ocean gray!  
Only the grains of sand  
Tossed in an infant's play!

Never was heard the cycle stroke,  
Yet the dial pointed to morn,  
And over the clock of God there broke  
The light of an age new-born,  
Then a shifting scene, and a virgin land  
Like a paradise lay outspread,  
And Louisiana, fair and grand,  
To the Saxon world was wed.

Land of the heroes of story, who roved, through the  
ages past,  
Over the wastes of waters, and threaded the forests  
vast,  
Bearing the cross and the banner, and braving the  
hostile shore,  
Dauntless and all aflame with the message that they  
bore—  
Eagle and lion blended, angel and man they seemed,  
And they wrought and fought and endured and prayed  
and hoped and dreamed!  
Gleams in the light of fancy like sheen upon armor  
glow,  
As we peer through the mist of ages on the heroes of  
long ago.  
Huge and heroic figures their lengthened shadows cast,  
And we strain our eyes for the glimpses that come  
from the storied past.  
Not into our bright noontide think ye may ever stray,  
Heroes of Louisiana! The voice of Time saith nay.  
Gone from the earth forever the age when ye were men;  
Gone to the realm of story,—the Whither, beyond the  
ken!

'Tis another world that our vision meets.  
In the myriads thronging in our streets.  
From every nation beneath the sun  
Comes the voice of greeting. The world is one.  
What hath He wrought, who rules the lands,  
And molds the centuries in His hands?  
All that humanity ere had done—  
Every triumph that man had won,  
Doubled and multiplied, raised to powers—  
All has been wrought in this land of ours!  
View it, souls of the mighty seers!  
All has been wrought in a hundred years!  
Linked by only a century's span,  
The age of story, the day of MAN!

Prophet, O what shall the future be,  
As the ages roll to eternity!



HUBERT M. SKINNER.  
The Bookman-Poet.

Brain and muscle and tongue and pen—  
What is their limit, with mortal men?  
Cease, O mortal, and stand in awe,  
Vainly wouldst thou the secret draw;  
Vain thy request. As the Holy Grail,  
Held from Arthurian knights in mail,  
Over the mountain meres afar  
Gleamed at night like a passing star,  
Borne by angels from human sight,  
Be it enough, this passing light.  
All thou seest is prophecy.  
O! a grander world that is yet to be.

Only a hundred years,  
Blown on the breath of time!  
Only a phantom screen,  
Closing an act sublime!  
Only a spray of drops  
Flung from the ocean gray!  
Only the grains of sand  
Tossed in an infant's play!

### MEMORY MENDING.

#### What Food Alone Can Do for the Memory.

The influence of food upon the brain and memory is so little understood that people are inclined to marvel at it.

Take a person who has been living on improperly selected food and put him upon a scientific diet in which the food Grape-Nuts is largely used and the increase of the mental power that follows is truly remarkable.

A Canadian who was sent to Colorado for his health illustrates this point in a most convincing manner: "One year ago I came from Canada a nervous wreck, so my physician said, and reduced in weight to almost a skeleton and my memory was so poor that conversations had to be repeated that had taken place only a few hours before. I was unable to rest day or night for my nervous system was shattered.

"The change of climate helped me a little but it was soon seen that this was not all that I needed. I required the proper selection of food although I did not realize it until a friend recommended Grape-Nuts to me and I gave this food a thorough trial. Then I realized what the right food could do and I began to change in my feelings and bodily condition. This kept up until now after 6 months' use of Grape-Nuts all my nervous trouble has entirely disappeared. I have gained in flesh all that I had lost and what is more wonderful to me than anything else my memory is as good as it ever was. Truly Grape-Nuts has remade me all over, mind and body when I never expected to be well and happy again." Name given by Postum Co., Battle Creek, Mich.

There's a reason.

Look in each package for a copy of the famous little book, "The Road to Wellville."



### BOOKMEN.

Harry Helmer, who was formerly with Butler, Sheldon & Co., has accepted a position with D. C. Heath & Co., covering a part of the Illinois territory.

A. E. Chapman of the Macmillan Company has changed his residence from Chicago to Milwaukee. He looks after the company's north-western business.

Mr. E. E. Smith, formerly Southern agent for D. C. Heath & Company and also at one time manager of the educational department of Rand, McNally & Company, has quit the book field entirely. He is now the business manager of the Industrial Age, a monthly business man's magazine, published at Chicago.

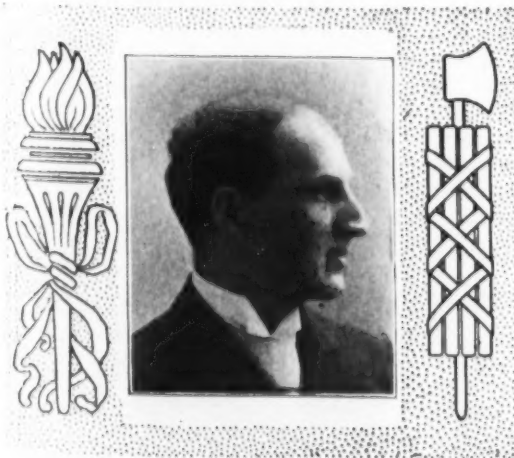
The report that the Globe School Book Company had closed its Chicago and New York offices is denied by Mr. I. H. Butler of the company. The organization is undergoing a change in order to develop the business. The Chicago office is located at 315 Wabash avenue and the New York office at 136 Fifth avenue.

### AN IMPORTANT PROMOTION.

This country has lost one of its most brilliant scholars in Mathematics through the acceptance by Daniel A. Murray, Ph. D. of the Professorship of Mathematics at Dalhousie College, Halifax.

Dr. Murray was born in 1862 in the town of Scotsburn, Nova Scotia, and was graduated at Dalhousie College in the class of '84. His teaching career began in the public schools of his province, and for a year he was principal of one of the larger county academies. After four years of teaching, which included two years as instructor of Mathematics at Dalhousie College, Dr. Murray took the post-graduate course at Johns Hopkins, where he obtained his degree of Ph. D. His next position was at New York University from whence he was called to Cornell where he wrote the most important of his earlier works, Introductory Course in Differential Equations. Shortly after that his Plane and Spherical Trigonometry appeared, which the educational public immediately recognized as the exemplar of modern ideas in teaching the subject. This book discovered one of the reasons for Dr. Murray's success as a teacher: his ability to make the subject in hand interesting, and to inculcate a desire for further study and investigation.

It is gratifying to note that Dr. Murray has returned to the work for which he is so well fitted by the announcement of his publishers, Messrs. Longmans, Green & Co., of the appearance of A First Course in Infinitesimal Calculus. Two features noted in the Trigonometry are found also in this new work: 1, an abundance of examples, supplemented at the end by a collection of questions and exercises for reference. 2, in connection with many of the topics, numerous definite references for collateral reading.



PROF. DANIEL A. MURRAY. Text Book Author.

### VALUE OF TEACHERS' AGENCIES.

Do boards of education use teachers' agencies to any great extent in securing superintendents and teachers?

Doubtless there are still some boards that have a so-called "prejudice" against employing teachers who would be obliged to pay 5 per cent. of their salary to an agency, but that the number of these is diminishing each year is proved by the work which agencies are doing.

This is especially true of the Albert Teachers' Agency of Chicago, which has now so large a permanent patronage among the best schools that the manager, with his force of assistants, has been compelled to work long hours to take care of the business that has come to him directly through employers.

Presidents of normal schools and colleges from all parts of the country, superintendents of schools and principals of secondary schools were more urgent in their demands during the past year than ever, and boards of education sent in their calls in increasing numbers.

It is no longer an uncommon thing for school committees to call at the office of this agency or write its manager for information and advice about candidates for places they have vacant from that of superintendent down to the lowest grades. Late in August, the committee on teachers in Muskegon, Mich., called on Mr. Albert to supply them with a superintendent, principal of their Manual Training High School and a number of teachers for their Manual Training School, for their High School and for the grades. They not only sought information but invited him to meet with the board and to advise with them as to the best selections to be made.

In Illinois, during the past year, this agency filled nearly all the important superintendencies that were vacant, including such places as Moline, Berwyn, Hinsdale, Mendota, Polo, Elmhurst, Henry, Arlington Heights, Hampshire, and numerous smaller principalships. In other states Mr. Albert also did a large business, direct with boards. The better class of schools are working more and more through agencies.

### HIGH SCHOOL ATHLETICS.

Boston, Mass. By order of the committee on high schools the following proposed rules for conduct of school athletics are transmitted for comment and suggestion:

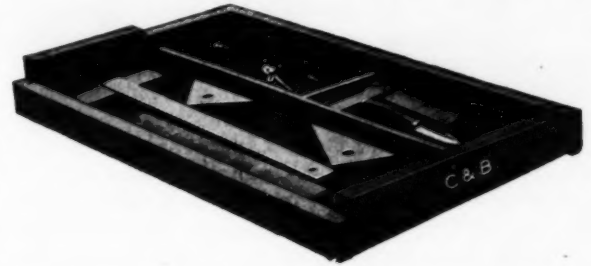
- "1. The only authorized teams shall be baseball, football, basket-ball, crew.
- "2. No pupil who falls below a general average of 70 per cent., nor one whose conduct is unsatisfactory to the headmaster, shall be permitted to be a member of any school team or crew.
- "3. No pupil shall be a member of more than one team and crew in the same school year.
- "4. The head master of the school shall be the advisor and treasurer of all teams in his school. Some pupil shall be assistant treasurer and business manager.
- "5. No debts must be contracted by any one other than the business manager, after consultation with the head master. No bills shall be paid until the bill has been approved on its face by the head master.
- "6. As collections for the support of teams, etc., cannot be permitted each school may form an athletic association with dues amounting to not more than 50 cents a year, and each school may give one public entertainment each year, for which tickets may be sold in the school hall.

### A NEW MANUAL TRAINING BENCH.

Chandler & Barber of Boston have just placed on the market a desk top and manual training bench, both designed for elementary work in the schools.

In a great many schools the question of cost

has prevented the introduction of manual training, and the new desk top, here illustrated, is especially designed to solve the problem. It is intended for whittling or elementary woodwork, and consists of a base or tray of such a bevel as to present a nearly horizontal surface. The sliding cover fits closely in a groove and has a hardwood strip on the upper face and running



across the front. The tools supplied are of a good quality and adapted for this class of work.

The new bench has been designed by Gustaf Larsson, principal of the Sloyd Training School, Boston, for elementary sloyd work. It is made for four pupils and is fitted with four vises.

This elementary work is adapted for children from eight to twelve years of age, and a special course of models has been designed by Professor Larsson especially adapted to their needs.

South Bethlehem, Pa. The school board ruled that teachers who contract debts and fail to make settlement before the expiration of the school term shall be considered unacceptable for re-appointment.

Marshall, Mo. The board has issued an order to the superintendent to enforce a rule against pupils using or carrying tobacco to and from school. The parents are asked to help in its enforcement.

Bay City, Mich. The board of education settled a long standing controversy by passing a resolution to follow the letter of the law, which forbids that members of the board become interested in any award of contracts by the board.

New York City. German script has been ruled out of use. English script will be used in writing German words.

### ON THE BABY.

#### Coffee Even the Babies Thrive On.

The little daughter of a College President was saved by the use of Postum Food Coffee at a time when she could not take any solid food.

Baby's aunt says: "My sister and her husband (who is President of a College in Georgia) visited me last Christmas and their little baby two months old was very sick. I thought it was not properly nourished so I began feeding it on Postum which I have used in my own home for years with such grand results.

"You would be surprised to know how that little thing improved. Sister had been feeding it on artificial food that did not agree with it. The baby continued to get stronger all the time we were feeding her on Postum and when sister left here she took Postum with her for she feels certain that with Postum to feed the baby on she is sure of good healthy nourishing food drink." Name given by Postum Co., Battle Creek, Mich.

Postum is made of the purest cereals with absolutely no medication whatever and when boiled according to directions it is heavy with food value and a great nourisher and re-builder as well as a delicious drink. It is also a specific for all of the dozens of different diseases caused by coffee. Trial proves this.

Look in each package for a copy of the famous little book, "The Road to Wellville."





Chicago, Ill. Among the firms furnishing school supplies to the public schools of the city are: American Lead Pencil Co., pencils; The Caxton Co., blackboard pointers; Chicago Laboratory Supply & Scale Co., laboratory supplies; Esterbrook Steel Pen Co., pens; Hunt Pen Co., pens; J. M. Olcott & Co., inks; Prang Educational Co., drawing supplies; Remington Typewriter Co., typewriter supplies; Thos. Charles Co., kindergarten supplies. The report of the Committee on School Management, that twenty-five Remington, twenty-seven Oliver, and sixteen Underwood typewriters be purchased for the commercial classes in the high schools, was adopted.

At the American Telegraphers' Tournament in Philadelphia, in the Ladies' Sending and Receiving Contest, the first prize was won by Miss Rose Feldman of New York, who received and transcribed twenty messages on the Smith-Premier typewriter in fourteen minutes. This prize was won in competition with the fastest receivers of the world. The messages were sent by a lady who is the world's champion sender.

The board of education, Charles City, Iowa, has secured a McIntosh Dissolving Stereopticon for the use of their public schools.

Terre Haute, Ind. The A. J. Nystrom Co. of Chicago have furnished the public schools with their celebrated W. & A. K. Johnson maps.

Long Island City, N. Y. The furniture for the high school was supplied by Louis Gluck and the American School Furniture Company for \$13,250.

The school boards of Sunset, Colo., and Lewiston, Mont., have recently supplied their schools with McIntosh projection apparatus.

Stephenson, Mich. The school board recently purchased a Tiffany Industrial Nature Cabinet for use in all the schools. The Cabinet consists of eighty-six of our common industries, illustrated by 800 real specimens and objects, indexed and mounted on heavy linen filled board. The printed matter describing the different subjects is brief and clear.

The Smith-Premier Typewriter Company's new building at Syracuse, N. Y., is rapidly nearing completion. The steam is now in the new boilers, and the entire building is perfectly heated, making it possible for the workmen to remain in the building; also to commence the moving of machinery, which is not safe to do with absence of heat. Some of the machinery in the tool making department has been transferred

to the third floor of the new building, and is in operation there.

The public schools of Chicago are becoming almost universally supplied with projection lanterns, the McIntosh Stereopticon Co. having furnished quite a number of the city schools recently.

Menominee, Mich. School supplies recently purchased are: Thomas Charles Company, paints and brushes; Prang Educational Company, color crayons; American Book Company, books; Silver, Burdett & Company, readers.

New Haven, Conn. A uniform white paper for school exhibits at the World's Fair will be furnished by Case, Lockwood & Brainard, Hartford; cabinet cases, by the New Jersey School & Church Furniture Company, Trenton, N. J.

Carson City, Mich. A Tiffany Industrial Nature Cabinet has been purchased. It consists of a set of charts with samples attached, to teach our great industries such as the iron industry, copper, coal, cotton, silk, rubber, etc.

Quincy, Ill. An agreement has been entered into with the American School Furniture Company for furnishing desks for the new Webster school.

The new Improved College Bench Lantern recently gotten out by the McIntosh Stereopticon Co. of Chicago, seems to be taking immensely among the leading schools. They report having supplied this new instrument to the following schools and colleges within the last month: University Medical College, Kansas City, Mo.; Independence School District, Burlington, Ia.; Cincinnati University, Cincinnati, O.; Howe School, Lima, Ind.; Larimore School, Evanston, Ill.; Independent School District, Council Bluffs, Ia.; Indiana University, Bloomington, Ind.; Dental High School, Grand Rapids, Mich.

Kansas City, Mo. The purchase for city schools recently made from Rand, McNally & Co. consists of 23 sets Physical Maps consisting of 1 North America, 1 Europe, 1 Asia, and 1 World; 9 sets of Columbia Political Maps; 5 sets Columbia Maps, Political, North America, Europe and World; 28 inch Globes No. 102; 5 Maps, 1 Ancient World, 1 Roman Empire, 1 Modern Europe, 1 Ancient Greece, 1 Ancient Rome, City. All maps in Individual Diamond Cases.

The State University of Iowa has purchased another McIntosh Imperial Lantern for their University Extension Department.

Santa Rosa, Cal. Twelve tubes of the Swan

Our Specialty  
Is.....

**Slate Blackboards**

**PLACED IN POSITION ON WALLS  
OF SCHOOL BUILDING**

We furnish the finest quality of Natural Slate in the world, sending an expert workman to any part of the country, guaranteeing perfect satisfaction. **WRITE FOR PRICES BEFORE PLACING CONTRACT.**

**JAMES L. FOOTE, Gen. Mgr.**  
**Slatington-Bangor Slate Syndicate**  
**SLATINGTON, PA.**

Dry Fire Extinguisher have been placed in the high school for use in case of fire.

Dayton, O. Physical apparatus has been purchased recently from the Chicago Laboratory Scale and Supply Co., also the bid of the A. H. Andrews Co. for furnishing sixteen folding settees was accepted.

Darby, Pa. The board purchased desks for the new school building from the American School Furniture Co.

The following boards of education have purchased No. 2 Smith-Premier typewriters for the use of their schools: Illinois: Joliet, Streator, La Salle, Elgin, Rushville; New York: Red Creek, Waverly, Syracuse, Warrensburg; Rhode Island: Providence; Massachusetts: Falmouth, Attleboro; Pennsylvania: Patton, Altoona, Wilkesbarre, Wayne, Philadelphia; Maryland: Baltimore; Michigan: Port Huron; Delaware: Milford.

Borough of Queens, N. Y. The contract for placing furniture in the Long Island City high school was led to the American School Furniture Co.

Blooming Prairie, Minn. The board of education purchased physical apparatus from the L. E. Knott Apparatus Company of Boston.

Plans have been consummated for the removal to Owensboro, Ky., of the R. O. Evens Co. manufacturing plant of Green Bay, Wis. The concern will be capitalized with a capital stock of \$250,000. Something over \$75,000 worth of stock has been taken by forty of Owensboro's business men. The plant has been manufacturing school and church furniture for the last ten years in Green Bay. The plant will be located in the building of the Owensboro Chamber Suite Company at Seven Hills.

The firm of D. C. Heath & Co. has an office at Pittsburgh, Pa., located at 705 Hamilton Building.

Greenville, Ky. Greenville public schools, Mrs. N. J. Welch, superintendent, purchased one Smith Premier typewriter.

Edwardsville, Ill. A new Toepler-Holtz electrical machine has been purchased for the high school.

**SLOVB**  
**Benches, Tools & Supplies**  
Lowest Prices. Headquarters. Send for Catalogue.  
Special discount for Schools and Classes.  
**Chandler & Barber,** 122 to 126 Summer St.  
**BOSTON.**

**SCHOOL SUPPLIES.**

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**FURNITURE.**

**THE CAXTON COMPANY.**

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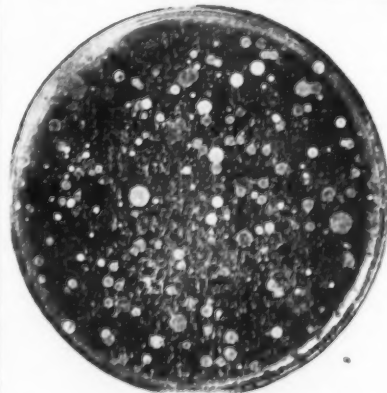
**The 20th Century  
Drawing Table.**

Especially suited to the use of Schools, and has been adopted by many of the best.

**The Hetterschled Mfg. Works,**

317 S. Dunsum St.  
GRAND RAPIDS, MICH.

## DUSTLESS SWEEPING

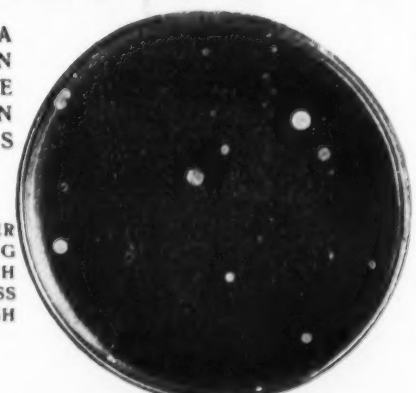


COLONIES OF BACTERIA  
ON PLATES EXPOSED IN  
TEST MADE BY MILWAUKEE  
HEALTH DEPARTMENT IN  
SWEEPING SCHOOL ROOMS

AFTER  
SWEEPING  
WITH  
DRY  
BRUSH

AND

AFTER  
SWEEPING  
WITH  
DUSTLESS  
BRUSH



SEND FOR BRUSH ON  
APPROVAL.

**MILWAUKEE DUSTLESS BRUSH CO., 120 Sycamore St., Milwaukee, Wis.**



Portsmouth, N. H. A College Bench Lantern has been purchased from the McIntosh Stereopticon Co., of Chicago, Ill.

Orono, Me. The Monson, Maine Slate Company, Boston, Mass., have the contract for the blackboards for the new high school.

Muscatine, Ia. The board has arranged for the purchase, on thirty days trial of two Prospectus disinfecting machines for the toilet rooms.

Utica, N. Y. A Remington Typewriter has been purchased by the Free Academy.

Gardiner, Me. Adjustable chairs and desks manufactured by Shoemaker & Co., of Philadelphia, have been installed in one of the rooms of the high school.

Worcester, Mass. Five additional Remington Typewriters have been purchased for use in the schools.

Pottstown, Pa. Desks have been ordered for the new high school from Thos. Kane & Company of Racine, Wis.

Butte, Mont. Two No. 6 and two No. 7 Remington Typewriters have been purchased by school district No. 1.

Fremont, O. The celebrated W. & A. K. Johnston maps manufactured by A. J. Nystrom & Co. have been furnished the city schools.

Knoxville, Tenn. Cardboard and colored paper for the manual training department has been received from the B. J. Johnson Publishing Co., of Richmond, Va.

New York. During the month of November the board of education purchased eight additional Remington Typewriters for use in the schools.

Ogden, Utah. The board ordered the purchase of books from Rand, McNally & Company of Chicago.

Syracuse, N. Y. The following are recent bidders on supplies for the city schools: For furnishing the Department with individual bookkeeping desks, typewriter machines and desks and seated recitation benches with arms, Underwood Typewriter Company, Thomas P. Hughes, Oliver typewriters, E. G. Wynkoop, Remington typewriter, Randolph McNutt bookkeeping desks, Paragon seats and table arms. For furnishing blackboards for Lincoln and McKinley schools, Stearns & Company, Syracuse Mantel, Tile and Marble Company.

East Lyme, Conn. School supplies are furnished the pupils on the understanding that parents reimburse the board for materials supplied their children. It is an advantage to the parents to have the board purchase them for a larger discount is obtained by purchasing in quantities. As an inducement to pay up, delinquents are threatened with publication of their names in the school report at the end of the year.

Pekin, Ill. The A. H. Andrews Company's dictionaries and dictionary holders have been supplied the public schools.

Parsons, Pa. Liquid disinfectant for the public schools was ordered purchased from the West Disinfecting Company.

Earlville, Ill. The school board has recently purchased school supplies from E. W. A. Rowles, Chicago, Ill.

Brooklyn, N. Y. A scheme to remedy the poor system of distributing school supplies to the pupils is being devised by Auditor H. R. M. Cook of the board of education. In general he will require principals of schools to present their requisitions before a stipulated date, and deliveries will be made at specific times in various districts, but in such a way that the whole school system will be covered twice during each term. The plan becomes operative Jan. 1, 1904.

Omaha, Neb. The board authorized the purchase of school desks of varying sizes from the Superior Manufacturing Company of Muskegon, Mich.

Pekin, Ill. The principal of each school is required to keep a record of the school books belonging to the board.

Grand Rapids, Mich. The board of education at a recent meeting decided to purchase apparatus for the testing of pupils' eyes.

#### MORE THAN HALF A CENTURY.

The firm of Hammacher, Schlemmer & Company, New York, has reached the fifty-fifth mile post in the course of its existence.

This record is attended with the most useful activity, not only in the channels of commerce, but also in the field of education. The firm has won for itself a name for honorable dealing and in the progressive spirit which it has manifested throughout its career.



**Wood Carving Tools**  
Catalogue No. 1110

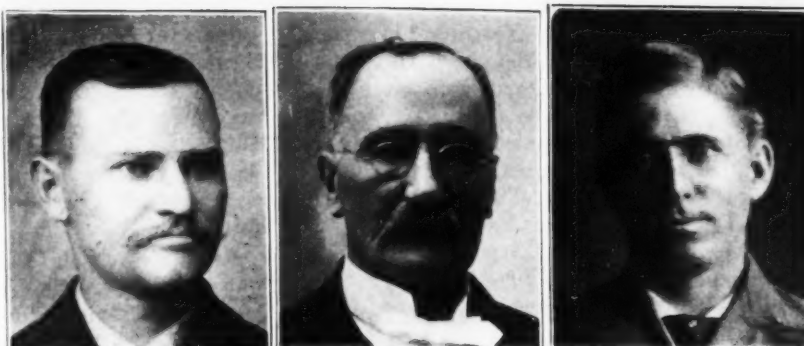
**Clay Mod'l'g Tools**  
Catalogue No. 1111

**Venetian Iron Work**  
Catalogue No. 1112

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**HAMMACHER, SCHLEMMER & CO.**  
NEW YORK CITY, SINCE 1848



R. C. CRESSWELL  
Clerk School Board, Winslow

HENRY T. ANDREWS  
Chairman Board of Trustees, Prescott

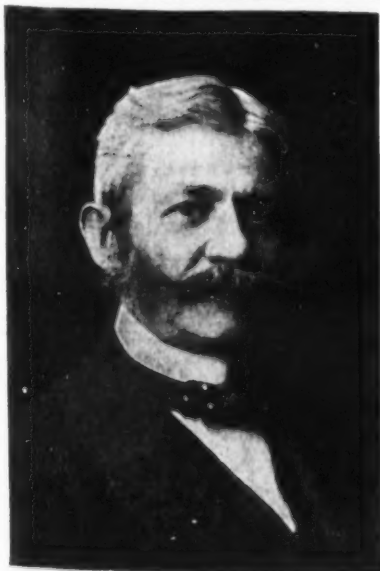
C. D. MANNING  
President School Board Jerome

#### ARIZONA SCHOOL BOARD OFFICIALS.

When we say that it has extended its usefulness into the educational field we refer more particularly to its achievements in manual training equipment. Not only has the firm's energy widened the demand for manual training supplies and thus kept the subject before the minds of educators, but it has prompted the improved and more utilitarian devices and tools.

Its handsomely printed and illustrated catalogues and folders are instructive in that they show what mechanical ingenuity has devised for the education of the hand and mind.

The reader who takes an interest in the progressive tendencies in the educational effort of the land and who recognizes manual training among these tendencies, should write to Hammacher, Schlemmer & Company, Fourth Avenue and Thirteenth Street, New York City, for a catalogue.



## THERE ARE "MANY MEN OF MANY MINDS"

And WHEN the Members of OVER 1400 School Boards  
Agree Unanimously on the

## HOLDEN SYSTEM FOR PRESERVING BOOKS

As a means of Saving Thousands of Dollars Annually by  
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Free Text-Books, Supplementary Readers, Public and School Library Books

Is it asking too much to Allow Us to Explain and Demonstrate this remarkable "System" to your School Board?

G. W. Holden, Pres't.  
M. C. Holden, Sec'y.

**HOLDEN PATENT BOOK COVER CO**

Springfield  
Mass.



Creston, Ill. The county superintendent of Ogle County asks all school boards in that county to assist in making possible a county uniformity of text-books and gives a list of books he would have adopted. They are: Baldwin's Readers, first to eighth grades inclusive; Hall's Arithmetic Primer and Werner (three book series). Arithmetic: (American Book Co.), Fries Geographies; Montgomery's Histories; Blaisdell's Physiology; Medial or Vertical Round Hand copy books; (Ginn & Co.). Our State and Nation; Elementary Civil Government; (Welch & Co.). Reed's Language and Grammar; Reed's Word Lessons; (Maynard, Merrill & Co.).

Boston, Mass. The following books have been recommended for reference books in the High and Latin schools: Manual of Experimental Physics, Ginn & Co.; Qualitative Chemical Analysis, D. Van Nostrand Company; Essentials of Chemistry, Benjamin H. Sanborn & Company; An Elementary Book on Electricity and Magnetism, The Scientific Foundations of Analytical Chemistry, Chemical Lecture Experiments, Volcanoes of North America, Rivers of North America, The Macmillan Company; Chemical Lecture Experiments, Longmans, Green & Company; Aspects of the Earth, The Realm of Nature, Chas. Scribner's Sons; Daniel Webster for Young Americans, Little, Brown & Company.

Recommended for supplementary use in the Grammar schools: The Spanish in the Southwest, A Boy on a Farm, Homeric Stories, American Book Company; Daniel Webster for Young Americans, Little, Brown & Company; The Teaching of Elementary Mathematics, The Macmillan Company; Corn Plants, Houghton, Mifflin & Company; First Lessons of Geology, D. C. Heath & Company; Insect Life, D. Appleton & Company.

Recommended for supplementary use in the Primary grades: Reynard the Fox, American Book Company; Comprehensive Method of Teaching Reading, Gordon's Phonic Charts Nos. 1, 2 and 3, D. C. Heath & Company.

Georgia. The state school book commission, whose duty it will be to select uniform text-books for the public schools of Georgia and which will be in force for five years, consists of Governor Terrell, Comptroller General Wright, Secretary of State Phil Cook, Attorney General Hart and State Treasurer Park.

Butte, Mont. Rand & McNally's "Lights of Literature" has been recommended for adoption.

Stafford, Conn. At a recent election it was voted to furnish free text-books to all pupils of the public schools.

Shelbyville, Ind. The township district school pupils will study Civil Government from a text-book compiled by a local writer, D. W. Sanders, of Covington, Ind., entitled "A Manual of Township and County Government for Indiana." It is the story of the government of the township, county and state, giving the duties of every officer in plain schoolroom English, the method of transacting business with officials, how complaints are presented in the courts, manner of presenting petitions to the county commissioner, etc. The machinery of politics is also explained.

There is one school district in North Carolina where the Webster old blue back spelling book is now being used as one of the text-books.

Augusta, Ga. The board of education re-

cently decided that agriculture should be taught in the rural schools. Only the rudiments will be taught, the text-book being Hunnicut's "Agriculture in the Common Schools."

The city school superintendents in convention at Indianapolis, Ind., recently passed resolutions favoring such modifications in the text-book law as will assure the greatest freedom in selecting and adopting text-books.

Bridgeport, Conn. The law provides that in any city in the state where text-books are not free 25 voters can ask to have the question voted upon at the next election.

Westbrook, Me. Williams' and Rogers' series of "Descriptive Economics" have been recommended to be purchased for high school use.

Tuscola, Ill. The school directors of Douglas County in convention ratified the list of books selected by the committee appointed by the county superintendent last August. The books are: White's Arithmetics, Natural Spellers, Harper's Geographies, Montgomery's Histories, Mother Tongue Language Books, Cyr's Readers, Martin's Physiologies and Jones & Sanford's Civics.

Sacramento, Cal. The State Text-Book Committee, at its meeting in this city approved the authorization given to State Printer Shaanon to print 20,000 revised grammars, 10,000 advanced geographies, 20,000 spellers, 20,000 new grammar school histories, 12,000 third readers and 8,000 fourth readers.

South Norwalk, Conn. Aldrich and Foster's French Reader, Harvey's Supplementary Exercises to Thomas's German Grammar and Dredson's German Composition, have been recommended for adoption.

Quincy, Ill. The following is a list of books to be purchased: Lippincott's Gazetteer of the World, Mill's International Geography, Side Lights on American History, Vol. II, Illinois School Laws, School Gymnastics, Our Own Country, Our American Neighbors, The South American Republic, Life in Asia, Modern Europe, Views of Africa, Werner's Arithmetic, Book III, Great American Industries, Rational First Reader, Rational Primers, and Lippincott's Biographical Dictionary.

Winnipeg, Manitoba, Canada. The text-book committee approved Conn's Elementary Physiology

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for use in the public schools, and Martin's Elementary Physiology for third grade teachers' work.

Owatonna, Minn. The purchase of the Lewis Educational readers has been authorized.

Naugatuck, Conn. Carpenter's Geographical Reader and Rice's National Speller and the Educational Phonic Reader adopted for trial.

Rome, N. Y. Superintendent Crane has been authorized to change penmanship from vertical to a slight slant.

Alton, Ill. "Ward's Primer" for use in the primary grades.

Newport, R. I. The school board adopted Brigham's Geology.

Boston, Mass. Authorized as text-books in the high and Latin schools: "Milton's Paradise Lost," "Milton's Comus and other Poems" and Tennyson's "Idylls of the King," published by the Macmillan Co.

Ware, Mass. Tarr & McMurtry's series of geographies adopted in grades four to eight inclusive.

On the 4th day of August, 1903, the State Text-Book Commission of the State of Texas, appointed especially to consider and adopt books for the public schools of that State, unanimously adopted

**Maury's Elementary Geography,  
Maury's Manual of Geography,  
Maury's Physical Geography.**

Cities of more than 10,000 population are exempt from the provisions of the law and select books for themselves. The following cities of Texas adopted Maury's Geographies:

Austin,	Fort Worth,	Palestine,
Beaumont,	Galveston,	Temple,
Dallas,	Houston,	Tyler,
El Paso,	Laredo,	Waco.
	Marshall,	

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Boston, Mass. Miss Florence Holbrook spoke at the Middlesex County Teachers' convention in Boston, last month. So many teachers in the county have used her Hiawatha Primer and Book of Nature Myths that a large gathering greeted her. Houghton, Mifflin & Co., the publishers of her book, had an exhibit at the meeting, and purchased all available advertising space on the program.

Lincoln, Ill. Carhart & Chute's Physics adopted for the High school.

Parker, S. D. The Augsburg drawing system introduced in the schools.

Millstadt, Ill. Overton's Physiologies have been adopted.

The Michigan State Normal School, of which Professor Lewis H. Jones is the president, has purchased twenty-four copies of Webster's International Dictionary.

### THE GEORGIA STATE ADOPTIONS.

The state text-book commission of Georgia has adopted the following text books for a period of five years:

American Book Co.: Field's History of the United States, Lee's Series of Readers, Milne's Standard Arithmetic, Peterman's Civil Government, Swinton's Word Book.

Central School Supply Co.: Roundbush Copy Books.

Ginn & Co.: Bacon's Intermediate Arithmetic, Wentworth's Practical Arithmetic, Frye's Elementary Geography, Frye's Higher Geography.

D. C. Heath & Co.: Hyde's Course in English, Book I.

B. F. Johnson & Co.: Branson's Speller, Book I.

Maynard, Merrill & Co.: Series of Graded Literature, Reed & Kellogg's Graded Lessons in English, Hutcheson's Lessons in Physiology.

Newson & Co.: Buehler's Modern Grammar.

Silver, Burdett & Co.: Conn's Elementary Physiology.

Southern Publishing Co.: Beginner's History of Our Country.

University Publishing Co.: Hunnicutt's Agriculture.

Wheeler Publishing Co.: Wheeler's Primer.

### AMERICAN PRIMER IN RUSSIA.

A book published by the Christopher Sower Co. of Philadelphia has attracted marked attention at the Children's World International Exposition which was recently opened with great ceremony in St. Petersburg, Russia.

The book is a child's primer, a language

book for young beginners, combining lessons for reading and writing, pictures for talks and verses to learn. It was prepared by Anne Heygate-Hall, principal of the Philadelphia School of Practice, and Dr. Martin G. Brumbaugh, professor of pedagogy in the University of Pennsylvania. Simplicity is the little book's cardinal merit.

In presenting the primer to Dowager Empress Marie, at whose suggestion and under whose auspices the exposition is being held, the authors desired to show to the foreign educators the subject matter of an American child's early school training. The illustrations of the book, its gradation, its use of script and print and its vocabulary are intended to prepare the pupil for the more complex and difficult lessons that follow.

The presentation of the primer was one of the pleasing incidents of the opening of the exposition. The book was presented on a silver tray, bordered by small Russian and American flags intertwined and bearing masses of the Empress' favorite flowers.

Chief among the varied attractions of the little book are the illustrations with which it is replete. These were made by Miss Maria L. Kirk, formerly of the Philadelphia School of Design and a specialist in drawings for child study. The pictures, many of which are colored, contain no detail that is not of pedagogic value and are calculated to instill patriotism and develop character in the child reader.

The Empress Dowager, who is known and loved as a humane, sympathetic woman, suggested the exposition as a means of inculcating more of humanism in the school systems of the Old World. Her ambition is to develop individualism, even though it be at the expense of system, which hitherto in Russia has been everything.

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Brushes have been purchased from the Milwaukee Dustless Brush Co., at South St. Paul, Independence, Mo.; Waverly, N. Y.

Mobile, Ala. Desks have been purchased from the A. H. Andrews Company, Chicago, and American School Furniture Company, New York.

Mr. A. Parker, the well known school furniture dealer of Lawrence, Kans., reports the close of the most successful year. He was recently awarded a large contract for double trunk desks at Memphis, Tenn.

Messrs. Chapman Bros. & Co., Seattle, Wash., have removed to the Rust & Graff building, where they will occupy the entire fourth floor. The firm carries the largest and most complete stock of school furniture and supplies on the Pacific coast.

The Columbia School Supply Company recently made sales of their complete Crowell cabinets to the following schools: Lamoni, Ia.; Antwerp, Ohio; St. Olaf College, Northfield, Minn.; Amenia, N. Y.; Grayville, Ill.; Goodland, Ind.; Owego, N. Y.; Spencer, Ia.; Richmond, Va.

Aberdeen, Miss. 720 double desks have been purchased by the county from the A. H. Andrews Co., Chicago.

Manual training supplies, especially adapted for the purposes designed, may be obtained from E. H. Sheldon & Company, of Evansville, Ill.

Oswego, N. Y. The State Normal School has purchased three Smith-Premier Typewriters.



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It rests and strengthens the tired brain, dispels nervous headache and induces restful sleep and a good appetite.

If your druggist can't supply you we will send small bottle, prepaid, on receipt of 25 cents. **HORSFORD CHEMICAL WORKS, Providence, R. I.**

#### Typographical.

It was her first year in school, and she had scampered among the company from one to another proving she could spell cat.

"How do you spell cat again?" asked a visitor. "C-A-T, cat."

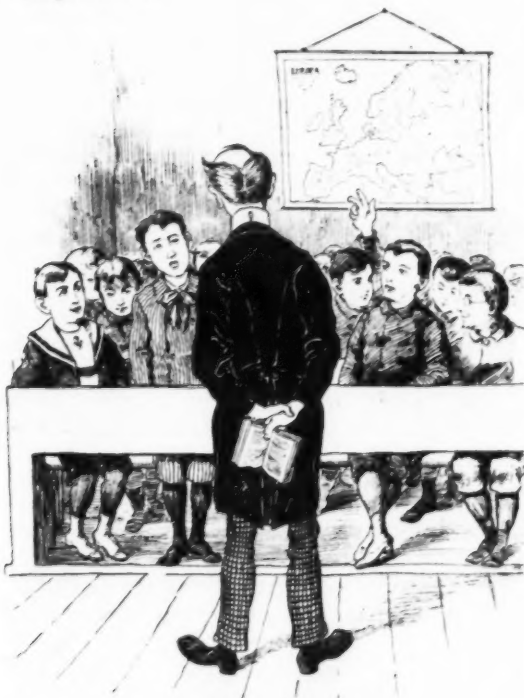
"Very fine. But how do you spell kitten?"

"Just the same, only with small letters," was the quick reply.

"There's one teacher that draws a good salary."

"Who's that?"

"Experience."



#### Parts of Speech.

Teacher—Thomas, what are the parts of speech?

Tommy Tucker (after an exhaustive mental effort)—It's the way a man talks when he stutters.

Sohn: „Papa, was ist denn das — Konsequenz?“  
Vater: „Wenn die Mama beharrlich etwas durchsetzen will, so ist das Konsequenz; bei mir ist es Dickschiffigkeit.“

Professor: „Leider muß ich Ihnen eröffnen, daß Ihr Sohn immer etwas geistig zurückbleiben wird.“

Vater: „Na, ein Glück, daß wir sehr reich sind — wenigstens wird's Niemand bemerken!“

"That school director is the meanest man I ever ran across," said the book agent.

"What has he done?"

"Keep me calling day after day, and finally said he didn't care anything about reading, but he enjoyed hearing me talk."

Bishop William Crosswell Doane of Albany recently entertained Pierpont Morgan at North-east Harbor. Bishop Doane was at one time rector of an Episcopal church in Hartford, and at this church Mark Twain was an occasional attendant. Twain one Sunday played a joke on the rector.

"Dr. Doane," he said at the end of the service, "I enjoyed your sermon this morning. I welcomed it like an old friend. I have, you know, a book at home containing every word of it."

"You have not," said Dr. Doane.

"I have so," said the humorist.

"Well, send that book to me. I'd like to see it."

"I'll send it," Twain replied.

And he sent the next morning Webster's International dictionary to the rector.

A Kansas truant officer went on the rampage recently because a girl stayed away from school and sent no excuse to him for her absence. He went to her father and demanded an explanation. He got it. Papa said his daughter had been married and moved out of town.

#### Why It Was Done.

The reading lesson was about a shipwreck. A message announcing the sinking condition of the ship had been inclosed in a bottle and flung overboard.

"Now," said the teacher, wishing to test the intelligence of his class, "why was the letter put in a bottle?"

A hand went up.

"Well, Tommy?"

"Cos there was no post office!"

"Elanathau," asked the teacher of a boy at school, "if your father borrowed from you one hundred dollars and should agree to pay you at the rate of ten dollars per week, how much would he owe you at the end of seven weeks?" "One hundred dollars," said the boy. "I'm afraid you don't know your arithmetic," said the teacher. "Well," said the boy, "I may not know my arithmetic, but I know my father."

A teacher wishing to emphasize the importance of the ocean cable in binding together the nations of the earth, inquired of her class:

"What one thing unites more people than anything else in the world?"

The unhesitating reply of a pupil was, "getting married."

## HOW DOES THE LEAD GET INTO THE PENCIL?

This has puzzled a great many, but if you would like to know, so that you can explain it to a class, send us your name and address mentioning this ad. and we will send you a little book that tells the whole story. The process of manufacture is not the result of an inspiration, but the product of much care and skillful manipulation. If you are a teacher and will mail us this advertisement we will send you samples of our pencils so you can try them in your school and see how useful they are in the many kinds of educational work.

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#### Worth Trying.

"Our superintendent," said the good school director, "is too solemn. I like a bright, cheerful superintendent."

"Sometimes," said the cheerful member, by the way of reply, "a man can be made cheerful. Why not try it with the superintendent?"

"How?" asked the good school director.

"Give him an increase of salary," replied the member.

Junior School Director—What! Ask me to serve on a jury at a high school debate!

Caller—But this is for a jury at the poodle show.

Junior School Director—Oh, ah! Of course. That's another matter! I'll serve with pleasure.

"I have to help Johnny with his mental arithmetic every evening," said the young woman, "and it is a nuisance."

"Do you—er—know that celebrated problem about one plus one equals one?" asked the young man.

"I said mental arithmetic, not sentimental," said the young woman, with great dignity.

#### News to Him.

"Why are professors always so absent-minded?" she asked.

"I don't know," replied the dean of the faculty, as he wiped his brow with a bunch of keys and tried to unlock the desk with his handkerchief; "in fact, I never knew that they were."



Young Superintendent—You have given me all the necessary information regarding your experience as a teacher, but I have just one more question to ask—perhaps a delicate one, but—

Teacher—Oh, not at all—my age is just twenty-two.

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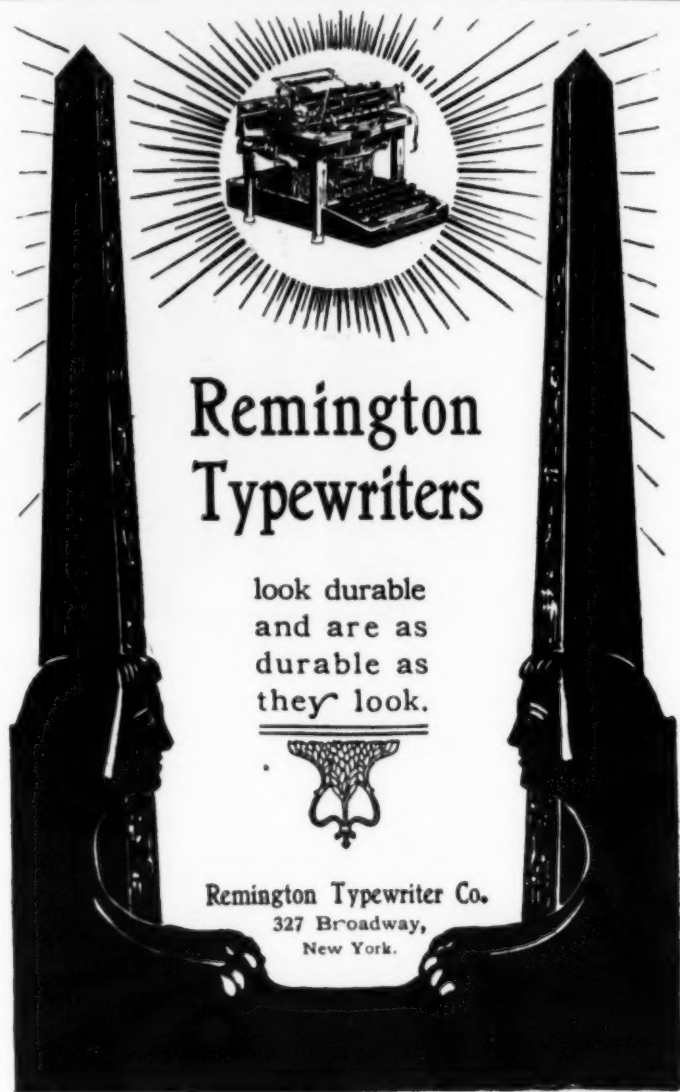
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#### THE VALUE OF SCHOOL SUPERVISION.

By Hon. James A. Sheridan, Member Board of  
Education, Milwaukee, Wis.

Supervision, is essential to make uniform the work of the individual teachers and secure adherence to progressive and effective methods. It is but repeating the views of the foremost writers upon the science of education, to say that as the supervision is so is the instruction and the character of the instruction determines the value of the school to the public. The vitality of a school system inheres in its supervision and rightly exercised places all schools on a common basis of progress and usefulness.

The effectiveness of supervision is commensurate with the qualifications of the supervisor. He is the director, the leader in the system or school under his charge; he is the organizer and the fountain from which should emanate the educational and professional spirit that should animate the teaching force. He is the confidential advisor of the board; the executive of the entire school system. He should, therefore, possess special qualifications among which are broad scholarly and professional attainments, general culture, and the elements of leadership. The selection of supervising officers constitutes the gravest responsibility that rests upon the board.

The aim of the school is to develop the pupil in all his faculties, intellectual, moral and physical, disciplining his powers and forming his habits, preparatory to meeting the duties of citizenship. Efficient supervision will shape the work and the influence of the schools to accomplish this end.

A competent teaching force may be crippled by the arbitrary efforts of faulty supervision. If supervision is largely limited to a system of examinations and a school is to stand or fall upon the results of written tests of the superin-

tendent, the class-room work will, in self defence, become a constant grind of cramming the facts of textbooks into the minds of pupils. This is not an educational process, but a means of converting teachers and pupils into automatons, and its enforcement upon teachers is a mischievous act of misapplied energy. It effectually bars teachers from making the material of the course of study administer to the proper discipline and development of the pupil. The best work of the teacher should result in the natural development, normal growth and formation of character of pupils. This education does not admit of expression in averages and percentages.

Competent supervision takes more into the class room than test questions and carries away more than written answers; it bears to the pupils a message of cheer, to the teachers encouragement and inspiration, and carries away the material upon which to build and from which

proceeds those plans and processes that shall secure the progress and well being of the schools.

The price paid for supervision evidences the general belief as to its great importance as an uplifting agency. It costs approximately \$80,000 annually to supervise the work of our teachers in the class room. The public is justified in expecting that the board of education will adhere to the principle of superior merit in the choice of superintendents and supervising principals.

It is but justice to the children attending the public schools of any city that the best instruction attainable be provided. This implies that the board must select the supervisory heads because of their special qualifications irrespective of the locality where they chance to reside, thereby recognizing the principle that men not localities do the work. The abandonment of the delusive doctrine of promoting the next in line is imperative. The principle involved "in length of service" should be cautiously applied lest great and lasting mischief result. The public schools are entitled to the best supervision. A limitation of choice of teachers, or supervisors, to any particular area is fraught with danger to the well being of our school system.

St. Paul, Minn. The school board has adopted a new rule with reference to absence of teachers; hereafter, half-pay is all that any school teacher will receive when absent and that will not be allowed for more than twenty days.

Trenton, N. J. The board of education is assisting the factory department in full enforcement of the law regarding fire escapes on school buildings throughout the state.

Colorado Springs, Colo. The high school students will be compelled to take physical culture instruction one or two periods a week.

Crookston, Minn. The school board has passed a resolution that all bills must be presented one day before the meeting of the board and that all bills must be presented to the members ordering the goods or service charged for in the bill.

#### FOR SINGERS AND SPEAKERS.

The New Remedy for Catarrh is Very Valuable.

A Grand Rapids gentleman who represents a prominent manufacturing concern and travels through central and southern Michigan, relates the following regarding the new catarrh cure, he says:

"After suffering from catarrh of the head, throat and stomach for several years, I heard of Stuart's Catarrh Tablets quite accidentally and like everything else I immediately bought a package and was decidedly surprised at the immediate relief it afforded me and still more to find a complete cure after several weeks' use.



"I have a little son who sings in a boy's choir in one of our prominent churches, and he is greatly troubled with hoarseness and throat weakness, and on my return home from a trip I gave him a few of the tablets one Sunday morning when he had complained of hoarseness. He was delighted with their effect, removing all huskiness in a few minutes and making the voice clear and strong.

"As the tablets are very pleasant to the taste, I had no difficulty in persuading him to use them regularly.

"Our family physician told us they were an antiseptic preparation of undoubted merit and that he himself had no hesitation in using and recommending Stuart's Catarrh Tablets for any form of catarrh.

"I have since met many public speakers and professional singers who used them constantly. A prominent Detroit lawyer told me that Stuart's Catarrh Tablets kept his throat in fine shape during the most trying weather, and that he had long since discarded the use of cheap lozenges and troches on the advice of his physician that they contained so much tolu, potash and opium as to render their use a danger to health."

Stuart's Catarrh Tablets are large pleasant tasting lozenges composed of catarrhal antiseptics, like Red Gum, Blood Root, etc., and sold by druggists everywhere at 50 cents for full treatment.

They act upon the blood and mucous membrane and their composition and remarkable success has won the approval of physicians, as well as thousands of sufferers from nasal catarrh, throat troubles and catarrh of stomach.

A little book on treatment of catarrh mailed free by addressing F. A. Stuart Co., Marshall, Mich.

## EMPLOYMENT AND DISMISSAL OF TEACHERS.

(Concluded from page 4)

With a rough uncouth teacher, harsh of speech and cold and forbidding in manner and tone of voice, little could be promised the pupil in the way of refinement, culture, or personal address, and this important field of education would be overlooked; but with a teacher possessing all these essential qualities the battle is half won and the child will, by personal contact, acquire a valuable adjunct to its early education.

The world generally, wants to be refined, and cultured, and the harsh rough, uncouth man or woman is generally so for the lack of training in early life.

School boards should see to it that these advantages are not denied the schools over which they place teachers in charge.

### The Duty of Superintendents.

In many of the essential qualifications of the teacher the city, or town school superintendent, is quite as good a judge as members of the school board, and his opinion should not be avoided, but sought and considered well.

School superintendents of city and town, as a rule, have the interests of their schools at heart, and can be trusted largely in the selection of teachers, and as they must come in contact with the teachers twice as often as the school board, it would be unwise to place teachers in the schools whose employment is looked upon with disfavor by the school superintendent. Friction among teachers is to be avoided and friction between teacher and superintendent is to be deplored. The school board while inquiring into the merits of applicants who wish to teach should not only learn about the teacher's ability to impart instruction, but should also learn if the teacher has been received well by pupils and associate teachers, as well as the superintendent.

### A Teacher's Past Record.

Careful inquiry often develops the fact that a teacher otherwise well spoken of has had an unfortunate episode in past experience, or has been involved in serious misunderstandings, which have greatly marred the teacher's success. Should the school board carelessly consider the applicant's grades, without more careful investigation, a poor selection might be made, which would materially interfere with the success of a school for a whole year.

### Value of Professional Training.

School boards should know that normal schools give advantages to teachers, to acquire efficiency in their work, they might not get in half a lifetime of practice, and school boards should be in touch with such institutions. No

school board member will fail to reap a decided advantage and will scarcely fail to improve his school by visiting the normal schools, from time to time, to be impressed with the efficiency of the training at such places. No matter how well adapted to the work a teacher may be by nature, there may still be one thing lacking. The teacher may not know how to teach.

This can better be learned at a normal school than anywhere else and in this way teachers may be prepared to begin efficiently rather than spend the first half of the school year in learning, from the superintendent, how to conduct a school. The time is almost here when school boards all over the state will deem it a condition precedent that teachers must have normal training before beginning to teach.

### To be Employed Early.

Teachers should be employed early. Very soon after the school year has ended, if not before, they should be employed for the coming school year. There are many reasons for this. The best teachers will soon be taken. Early employment gives the teachers a chance to spend the summer in training or enables them to have a long vacation without anxiety as to the coming year. It is a relief to the school board for it may be depended on that applications will continue to come in till the selections are made.

### Dismissal of Teachers.

If the employment of teachers is one of the most important of the duties of school boards, the dismissal of teachers is one of the most delicate. The delicacy of it however should not prevent the doing of it in the proper case. Delicate duties should be performed in a delicate way. When the school superintendent has discovered that he cannot conscientiously recommend the re-election of a teacher in the schools, fairness requires that he should advise the teacher of this fact in time to afford opportunity to secure other employment. It may occur that the school board first discovers that the teacher will not be re-employed, and in this event, the school board should make it known to the teacher without waiting till it is too late for the teacher to get other employment and equally so to older ones, to be discharged or even to be notified that they cannot expect re-employment.

As to the discharge or dismissal of teachers pending the contract of the school year, it would be a waste of time to advise a school board to proceed cautiously. This they know already.

### Cause for Dismissal.

In such matter the school board should be sure it is right. There must be cause for the

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discharge. The contract of employment must have been broken or other good cause given. The unwarranted discharge of a teacher may result in litigation. But notwithstanding this, in a case where the board is justified there should be no hesitation.

A bad teacher is a positive harm to the schools and in a proper case should be dismissed during the school year rather than the end. If there is a probability of the teacher improving, opportunity should be given, but the welfare of the schools must be ever kept in mind, and no whims of the school board or of the patron should be considered, or allowed to have any weight.

Again it would be well to consult the superintendent. He should and doubtless would have, practical ideas as to what the teacher has failed to accomplish, and a measure of his capabilities. If his judgment, and that of the board, concur in this, that the teacher is no longer useful, or, perhaps a positive evil in the schools, it may well be assumed that there is just cause for removal. If the teacher is accomplishing nothing for good, it may be safely said that harm comes from continuing such an one in the schools.

In all cases common sense should not be out of the consideration, and the board that is guided by it, and a sincere desire for the welfare of the schools will rarely fail to meet the exigencies of a given case. The greatest danger in the dismissal of teachers is that of hesitation and delay. In such a matter a board should act promptly.

### Public Duty Not Charity.

One thing perhaps the most important of all to be remembered in the employment and dis-



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**EASY MONTHLY PAYMENTS.** Thirty-four years' experience enables us to guarantee every Wing Organ for twelve years against any defect in tone, action, workmanship or material. Wing Organs need absolutely no tuning. They have a sweet tone, easy action, very handsome case.

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must be cause for the manent detriment to their usefulness.

## Duty to the Public.

In all their duties the school boards should remember that their duties are owing to the schools and to the general public and not to the individual. This plain truth should be kept constantly in view and all individual interest not subservient to the general good should be left entirely out of the consideration. In this way and in no other can the high degree of efficiency in the schools be maintained and perpetuated.

## SUPPLIES AND EQUIPMENTS.

The Pendant Globe manufactured by L. P. Denoyer of Appleton, Wis., will be exhibited in the Department of Education, St. Louis World's Fair.

Washington, D. C. The Jefferson school has been provided with two Kirker-Bender fire escapes, manufactured by the Dow Wire Works Company.

Dustless brushes for floor sweeping have been purchased from the Milwaukee Dustless Brush Company by the following cities: Boise, Idaho;

East Chicago, Ind.; Grundy Center, Ind.; Whiting, Ind.; Frederick City, Md.; Monroe, Mich.

Benches, vices, lathes, etc., for manual training schools manufactured by E. H. Sheldon & Company, Evanston, Ill.

Los Angeles, Cal. The board has awarded a contract for 47,000 square feet of hyloplate black boarding to C. F. Weber & Co., San Francisco.

Everett, Mass. The school committee has bought three Smith-Premier Typewriters.

Niagara Falls, N. Y. The school authorities state that the book covers made by the Holden Patent Book Cover Company have been used by the schools for five or six years past and have always been found even better than represented. From observation and comparison they have done better service than several other makes that have been tried.

N. O. Nelson Mfg. Co., St. Louis, Mo., have recently secured contracts from the Normal School at Weatherford, O. T., 3rd District School Board of Boulder, Colo., and Marengo, Iowa, for their Septic Tank Sewage Disposal Systems. This system does away, entirely, with the necessity for the use of public toilet rooms, even where there is no public sewer and every school board having school buildings, or proposed school buildings, located away from public sewers, should correspond with this firm regarding this new system, which has been adopted by

the U. S. Government for their army post and also by several large institutions, as well as the public schools noted above. This matter should be taken up at once, as the warm weather of the approaching Spring and Summer will soon be on us, and the nuisance created by the old fashioned sanitary arrangements should not be tolerated, now that there is a reliable guaranteed method of sewage disposal or purification, which can be used in their stead.

Springfield, Ill. The board has purchased a supply of desks from Thomas Kane & Company Works, Racine, Wis.

Leominster, Mass. One No. 7 Remington Typewriter has been purchased by the board.

Bellows Falls, Vt. Another Remington Typewriter has been added to the school equipment.

The Eureka Manufacturing Co., of Warren, O., has brought out a so-called New University Chair, which is adapted for high schools and colleges. The new piece of furniture embodies the latest and best improvements on a recitation and lecture room chair in that it is most utilitarian and durable. It bears an arm rest sufficiently wide to permit the convenient use of a note book. It rests upon a single standard or leg affording the effectual sweeping of the floor and the free movement of student.

South Dartmouth, Mass. Furniture for new school purchased from Chandler Adjustable Chair & Desk Works, Boston.

Worcester, Mass. Three Smith-Premier Typewriters purchased by board of education.

## THE VALUE OF CHARCOAL.

**Few People Know How Useful It is in Preserving Health and Beauty.**

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking or after eating onions and other odoriferous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

## A Lady's Complexion

can be made soft, smooth, and free from pimples, by the daily use of charcoal. It absorbs all gases, and stops fermentation. This causes a rapid clearing of the complexion.

## MURRAY'S CHARCOAL TABLETS

are composed of pure Charcoal.

**FREE**—One full size 25c. box, mailed once only, upon receipt of 2c. stamp.

A. J. DiMan 42 Astor House, N. Y.





## ALABAMA.

Woodlawn—\$15,000 of bonds voted for new school. Union Springs—Plans for 2-story, \$25,000 school being prepared by Architect Benj. B. Smith, Montgomery.

## CALIFORNIA.

Fruitvale—School to be erected. Monrovia—School to be built. Sacramento—Plans approved for annex to San Diego State Normal school. Cost \$50,000. Los Angeles—Polytechnic school to be erected. San Francisco—Architect W. J. Cuthbertson submitted plans for school at 24th and Douglas Sts. San Jose—Plans approved for State Normal.

## COLORADO.

Denver—\$100,000 high school to be erected. 14-room addition to be made to North Side school. Eight or 14-room addition to be made to West Side school. Address Henry Koepcke, Secy.

## CONNECTICUT.

Stratford—Four room, \$6,200 school to be erected. W. B. Cogswell, chairman. Waterbury—\$60,000 school asked for. J. J. Fitzgerald, clerk. Lisbon—Plans prepared for new school.

## GEORGIA.

Atlanta—Permits for \$14,000 and \$21,000 schools have been issued. Rabun Gap—Two-story addition to high school. A. J. Ritchie, chairman. McRae—Architects Alexander, Blair & Kern, Macon, Ga., prepared plans for 2-story science hall for South Georgia College. Athens—\$40,000 science hall for University of Georgia to be rebuilt.

## FLORIDA.

Crescent City—Site selected for new school.

## ILLINOIS.

Ottawa—Proposition carried to bond city for \$45,000 for school. Bilson—School to be erected. Bloomington—High school to be erected. Pekin—\$20,000 school to be erected. Jonesboro—Two-story school to be erected. John E. Lingle, secretary. Danville—Four-room school to be erected. Lise & Ludwick, architects. Evanston—Murphy & Camp, architects, planned St. Mary's Parochial school. Cost \$60,000. Peru—Central school to be built at cost of \$65,000. Champaign—Architects McKim, Mead & White, New York City, will prepare plans for \$70,000 Woman's building at University of Illinois to be erected next Spring. Blandinsville—\$20,000 in bonds voted for school. Waynesville—\$10,000 of bonds voted for school. Chicago—Morgan Park high school to be erected at a cost of \$31,000. Three-story \$70,000 school to be erected at Fulton avenue and 106th street. Jefferson—High school to be erected at a cost of \$250,000. Addition to John Marshall school, \$50,000. Addition to D. R. Cameron school, \$40,000. Bowmanville—School to be rebuilt. Cost \$90,000. Parochial school at Magnolia avenue and Catalpa street. Centralia—High school to be erected. Winnetka—\$25,000 2-story school according to plans of Architect W. A. Otis. Waynesville—\$10,000 high school to be erected. Etherly—New school to be built. Ridgefarm—School to be erected.

## INDIANA.

Colburn—School under construction. Washington—Training school for State Normal school to be erected

next year. Plans wanted. Estimated cost \$50,000. Terre Haute—Eight-room school according to plans of Architect W. H. Floyd. Address superintendent. High schools to be erected at Greenfield, Cambridge City, Muncie, Andrews and Lima. Bristol—School to be erected. Franklin—Plans of Architects Harris & Shopbell, Evansville, have been accepted for two new schools. Westfield—College for teachers to be established. Address Walter Jessup, superintendent. Terre Haute—Plans by Architects J. F. Alexander & Sons, Lafayette, for Normal Training school. Cost \$60,000.

## INDIAN TERRITORY.

Wapuanucka—Two schools to be erected. Wilburton—School to be built.

## IOWA.

Ocheyedan—School to be erected. Wapello—School to be built. Ames—\$322,000 school for State Agricultural college. Proudfoot & Bird, architects, Des Moines. Le Mars—Architects Atchinson & Edbrooke will prepare plans for high school. Cost \$35,000. Jewell—Plans will be drawn immediately for Lutheran school. Buxton—School to be erected.

## KANSAS.

Topeka—Manual Training school to be erected. Leavenworth—\$80,000 high school to be built. Salina—Architect H. M. Hadley, Topeka, has plans for 6-room school to cost \$12,500. Valley City—School to be erected.

## KENTUCKY.

Carlisle—School under construction. Columbus—Wilson school to be erected. Bowling Green—Three-story building for Southern Normal school. Address H. H. Cherry, president. Paintsville—School for Sandy Valley Seminary. J. R. Gleske, architect, Ceredo, W. Va. Louisville—Plans wanted for Carnegie Library. \$250,000.

## LOUISIANA.

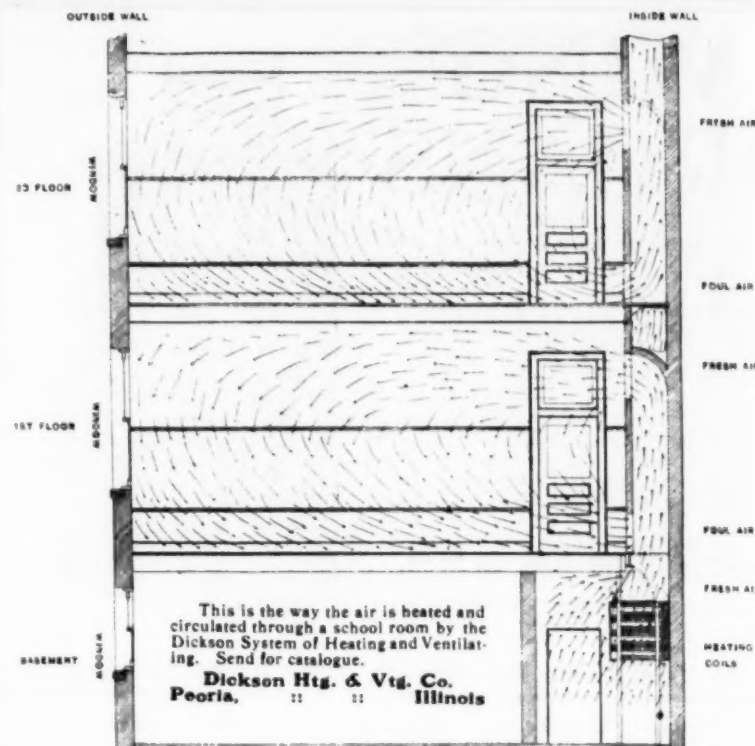
New Orleans—School to be erected at Rendon and St. Ann streets.

## MARYLAND.

Salisbury—High school to be erected. Baltimore—\$15,000 addition to Fairview Avenue school.

## MASSACHUSETTS.

Newburyport—Plans being drawn by Architect J. E. Bailey for school. West Warren—Parochial school to be erected. East Kingston—Brown Academy under construction. Gilbertville—School under construction. Marblehead—Architects Kilham & Hopkins, Boston, furnished plans for \$40,000 school. East Northfield—\$4,500 school to be erected. Fall River—Several schools to be erected. Springfield—Mechanics' Art high school to cost \$125,000. Plans wanted. Allston—Three-story, 14-room school according to plans of Architects



Stickney & Austin. North Wilmington—Four room school according to plans of Architect R. A. Cook. Lexington—Architect Willard D. Allen prepared plans for \$27,000 school.

## MICHIGAN.

Jackson—Central high school to be erected. Alpena—School under construction. Pontiac—School for West Side. Hillsdale—High school to be erected. South Boardman—\$5,000 school to be built. Stephenson—\$20,000 township school to be erected. Quincy—\$8,000 in bonds voted for school. Hancock—Competitive plans prepared for \$15,000 school. Kalamazoo—Plans preparing by Architect E. W. Arnold, Battle Creek, for \$65,000 Western Michigan Normal. Grand Rapids—Lithuanian Society to erect school. W. G. & F. S. Robinson, architects. Central high school to be rebuilt at a cost of \$100,000. Shepherd—School to be erected.

## MINNESOTA.

Pine Island—School to be built. Brainerd—School under construction. Houston—\$20,000 school under construction. Fergus Falls—High school to be erected. Sedan—School to be erected. St. Paul—Architect Clarence H. Johnston will prepare plans for \$60,000 laboratory for State University. Grass Lake—School to be erected.

## MISSOURI.

Warrensburg—State Normal to be erected. \$50,000. Novinger—School to be erected. Fulton—\$30,000 college to be built. Kansas City—High school to be erected. St. Louis—\$30,000 appropriated for new Normal school.

## NEBRASKA.

Cook—\$5,000 in bonds voted for school. Beatrice—Architect George Berlinghoff has prepared plans for

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The cut in this advertisement is the High School at Cumberland, Wisconsin.



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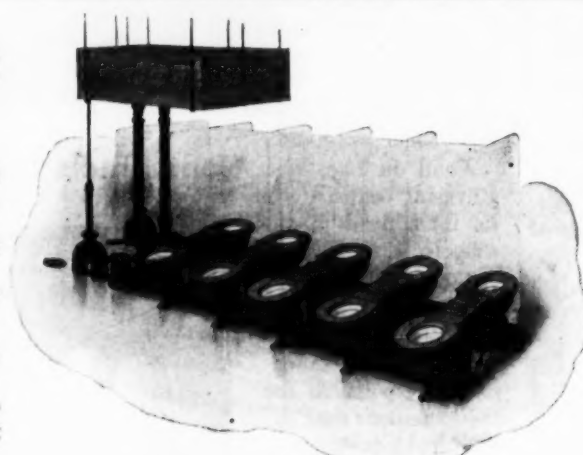
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Ventilated Individual Hopper  
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**Nelson Ventilated Double Latrines**  
Used in all New St. Louis Schools and in over fifty other places

school. Yutan—Plans prepared for school. A. J. McJermott, clerk. Auburn—Plans of Architect Chas. Helms accepted for \$10,000 ward school and \$8,000 addition to high school.

### NEW HAMPSHIRE.

Dover—Plans prepared for \$50,000 high school.

### NEW JERSEY.

Atlantic City—Architect H. D. Dagit is preparing plans for parochial school. Princeton—\$105,000 school for Princeton University. Rocky Hill—School to be built. Camden—\$90,000 in bonds issued for schools. East Orange—Architect Hobart A. Walker prepared plans for 14-room school. Weehawken—Voted to issue \$45,000 in bonds for school. Hoboken—\$76,000 in bonds issued for school additions.

### NEW MEXICO.

Las Cruces—High school to be erected. Tucumcari—School under construction.

### NEW YORK.

Gibson—School to be erected. Long Island City—Addition to school. C. B. J. Snyder, architect. New York City—\$110,000 school at Union and Beach avenues. C. B. J. Snyder, architect. Truant school to cost \$150,000. Architect Geo. B. Post has prepared plans for college buildings at 138th and 140th streets and Amsterdam avenue. Cost \$2,500,000. Caledonia—\$22,000 appropriated for high school. Binghamton—High school to be erected. Watertown—\$35,000 school to be built. Canandaigua—Plans prepared for \$70,000 high school. Rochester—\$60,000 school on Gregory street. Great Neck, L. I.—Plans prepared for 2-story, \$12,000 school. Lancaster—Plans being prepared for St. Mary's Parochial school. Tarrytown—Architects Wheelwright & Haven, Boston, have prepared plans for 2-story science hall for Hackley school. Cost \$60,000. Aurora—Plans ordered for Wells College. Address N. Lansing Zabriskie. Brooklyn—\$70,000 school at W. 17th street and Neptune avenue. C. B. J. Snyder, architect. Schenectady—Ward school to be erected. S. B. Hooke, clerk. Buffalo—Public schools Nos. 63 and 80 to be erected.

### NORTH DAKOTA.

Granville—School under construction. Westhope—School to be erected. Fargo—School to be erected in Sixth Ward. Harvey—Industrial school to be erected. Bismarck—Indian school to be established. \$150,000. Grand Forks—\$35,000 addition to be made to Belmont school. Goodrich—Two schools to be erected. Address Miss Inez Woodworth. New Rockford—Architect W. C. Albrant, Fargo, has plans for 3-story school for Phillips Academy. Melville—School to be erected. H. Blinsky, clerk. Tower City—School to be erected. Jesse M. Young, clerk. Pembina—School to be erected. Herman Lucht, chairman. Wolf—Two schools to be erected. A. B. Ferring, clerk. Hesnault—School to be built. J. A. Berg, clerk.

### OHIO.

Lorain—Architect H. O. Wurmser is preparing plans for three 2-story school buildings. Cost \$60,000. Bellaire—Plans of Architects W. B. O'Neill Co., Marietta, accepted for \$25,000 school. Ashtabula—\$30,000 school to be erected according to plans of Architects Thayer & Wilson. Crooksville—High school and public school to be erected according to plans of Architect F. L. Packard, Columbus. Napoleon—Architect H. W. Wachter, Toledo, will prepare plans for school. Barberton—Plans by Architect A. Hess for 3-story, \$40,000 high school. East Liverpool—Plans by Architects C. C. & A. L. Thayer, New Castle, Pa., accepted for 2-story school. North Bend—High school to be erected. Lima—\$75,000 school to be erected. Inland—School under construction. Newport—\$35,000 school according to plans of Bausmith & Weber, architects. Cleveland—Addition to be made to Central High school. Parochial school to be erected for St. Agnes church. Columbus—High school to be erected on West Side. Camden—Voted to build school. Estimated cost \$15,000.

### OKLAHOMA TERRITORY.

Lawton—\$25,000 appropriated to build new school. Lexington—Central school to be erected. Edmond—School to be erected. Cushing—\$5,000 school to be erected.

### OREGON.

Portland—School to be erected. Prineville—High school to be erected according to plans of Architect John B. Shipp. Oak Grove—Two-room school to be erected according to plan of Architects White Bros., Oregon City.

### PENNSYLVANIA.

Frazer—Academy under construction. West Bethlehem—School to be erected. Camden—Bond issue of \$80,000 made for two new schools. Rices Landing—School to be erected. Scranton—\$100,000 school to be erected. McKeesport—Plans will be drawn for \$200,000 school. Ridgway—Architect J. P. Brenot, Oil City, has plans for parochial

## MODERN SCHOOL HOUSE PLANS.

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830 Ramgo Building. OMAHA, NEB.

school. Harbor Ridge—Three-story school according to plans of Architects S. W. Foulk & Sons, New Castle. Tidoute—\$28,000 school according to plans of Architect W. G. Eckles, New Castle. Sayre—Plans prepared for school. Greensburg—Architect W. W. Sloan has prepared plans for ward school. Mt. Pleasant—Two-story school according to plans of Architects Duhring, Okie & Ziegler, Philadelphia. Pittsburg—School to be erected. West Chester—School to be erected at Fifth and Hodgeson streets.

### RHODE ISLAND.

Warwick—\$50,000 high school to be erected. Address Chas. R. Brayton, Providence. Darlington—School to be erected. Newport—High school to be erected. Saunterstown—Plans approved for new school. Providence school according to plans of Architects Murphy & Hindle.

### SOUTH CAROLINA.

Columbia—Graded school under consideration. Bamberg—\$10,000 school to be built. Laurens—School to be erected. Cost \$10,000.

### SOUTH DAKOTA.

Centerville—School to be erected.

### TENNESSEE.

Knoxville—\$50,000 building for University of Tennessee. Memphis—Industrial and training school to be built. Chattanooga—Normal University will build school.

### TEXAS.

Wylie—Plans being prepared for \$13,000 school. V. B. Gallagher, secretary. Liberty Hill—College to be rebuilt. Lott—\$12,000 school to be erected. Austin—\$65,000 engineering building for State University. Houston—Rice Educational Institute to be erected at a cost of \$4,000,000. Address Baker, Botts, Baker & Lovett. Whitney—School to be erected according to plans of Glenn Allen, architect, Waco. Stratford—Plans selected for new school. Arthur Lile, secretary.

### UTAH.

Milford—\$5,000 school to be erected. Heber—\$20,000 school under construction.

### VERMONT.

Planfield—\$4,000 school to be built. Fletcher—New school. Montpelier—Two-story, 4-room school to be erected.

### VIRGINIA.

Richmond—Plans wanted for new school. C. P. Walford, clerk.

### WASHINGTON.

Orient—School under construction. Sandpoint—C. Ferris White, architect, has prepared plans for \$10,000 school. Aberdeen—Four-room school to be built. Cost \$5,000. Kirkland—School to be erected. James Bell, secretary. Seattle—Eight-room school at Beacon Hill. Four-room addition to Columbia school.

### WEST VIRGINIA.

Wheeling—High school to be erected. Grafton—Architects Holmboe & Lafferty, Clarksburg, prepared plans for two ward schools. Eight rooms each. Fairmont—Plans wanted for \$20,000 school. T. W. Boydston, secretary.

### WISCONSIN.

Ashland—\$20,000 voted for high school. Waldo—Voted \$10,000 for school. Stevens Point—Two-story, 8-room school according to plans of Van Ryn & De Gelleke, Milwaukee. Janesville—State Normal to be erected. Greenfield—\$14,000 school to be built. Reedsburg—High school under construction. Eau Claire—\$25,000 school to be erected. Chandler & Park, architects, Racine. Evansville—School is under construction. Campbellsport—School to be built. Superior—Blaine annex and Itasca schools to be erected. Cost \$5,000 and \$3,000 respectively. Milwaukee—High school to be erected. 14th district school to be built. La Crosse—High school to be erected.

### WYOMING.

Cody—Six-room school under construction.

St. Paul, Minn. Dr. Williams of the Ramsey County Medical Association has asked that all children with any form of sore eyes be excluded from the schools. The request was made that the board take steps to prevent the spread among children of the disease known as trachoma.

## F. S. ALLEN

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## MODERN AMERICAN SCHOOL BUILDINGS

Treatise on School House Construction. 8vo. xxi. + 441 pp. Cloth, \$4.00. First twelve chapters presented for first time. Chapters XIII. and XIV. were papers prepared for State Board of Health Reports. Chapter XV. is composed of papers originally written for architects and builders and last chapter compiled to complete series, 89 full page illustrations. Sample pages and illustrations on application. JOHN WILEY & SONS, Publishers, New York.

## NIGHT SCHOOLS.

Holyoke, Mass. The evening schools have opened with an attendance of 845 pupils. Two new rooms have been opened for French and Polish students.

Chicopee, Mass. An effort is being made to induce the school committee to extend the course in the evening schools. While the schools were primarily institutes to enlighten the foreigners of the city, still there are many young people who would welcome an advanced course in English and mathematics such as are taught in the day high school. It is for these that the effort is being made. Pupils attending the day high school will be permitted to attend an improved course in draughting.

Haverhill, Mass. Sixty Greek students have enrolled in the public evening school and have been assigned a special department.

Providence, R. I. The evening schools have been opened in nearly a score of buildings. In accordance with the rules of the school committee the teachers appointed will be on probation during the present term and will not be permanently elected until the end of the school year.

## PILES.

**Piles Can Be Cured Quickly and Without Pain by Using Pyramid Pile Cure.**

**A Trial Package Mailed Free for the Asking.**

We want every pile sufferer to try Pyramid Pile Cure at our expense.

The treatment which we send will bring immediate relief from the awful torture of itching, bleeding, burning, tantalizing piles. If they are followed up as directed we guarantee an entire cure.



The Discoverer of the World's Greatest Remedy for Piles.

We send the free treatment in a plain sealed package with nothing to indicate the contents, and all our envelopes are plain.

Pyramid Pile Cure is put up in the form of suppositories which are applied directly to the affected part. Their action is immediate and certain. They are sold at 50 cents the box by druggists everywhere and one box will frequently effect a permanent cure.

By the use of Pyramid Pile Cure you will avoid an unnecessary, trying and expensive examination by a physician and will rid yourself of your trouble in the privacy of your own home at trifling expense.

After using the free treatment, which we mail in a perfectly plain wrapper, you can secure regular full-size packages from druggists at 50 cents each, or we will mail direct in plain package upon receipt of price. Pyramid Drug Co., 114 Main Street, Marshall, Mich.

## SPECIAL STUDIES

Akron, O. A department of education has been created to begin with the first of next term.

Fond du Lac, Wis. Physical culture to be introduced in the schools.

Chicago, Ill. Prof. Charles H. Henderson, chaplain of the University of Chicago, is responsible for the statement that the practical instruction of young people as servants is to be established in that institution as soon as the trustees approve the plan.

Canon City, Colo. Military drill is to be established in the high school. The board consider that drill in this respect is an advantage that will last a life time.

Hoboken, N. J. The training school for teachers is being opposed by Mayor Lankering as a needless expense, as certificates issued to teachers are not accepted outside of the county, and there are now one hundred who cannot be given positions. The school will be discontinued.

Downey, Ia. The school board at a recent meeting made provision for carrying on the regular work in physical culture.

Nantucket, Mass. Manual training facilities are to be extended and a teacher in basket making provided.

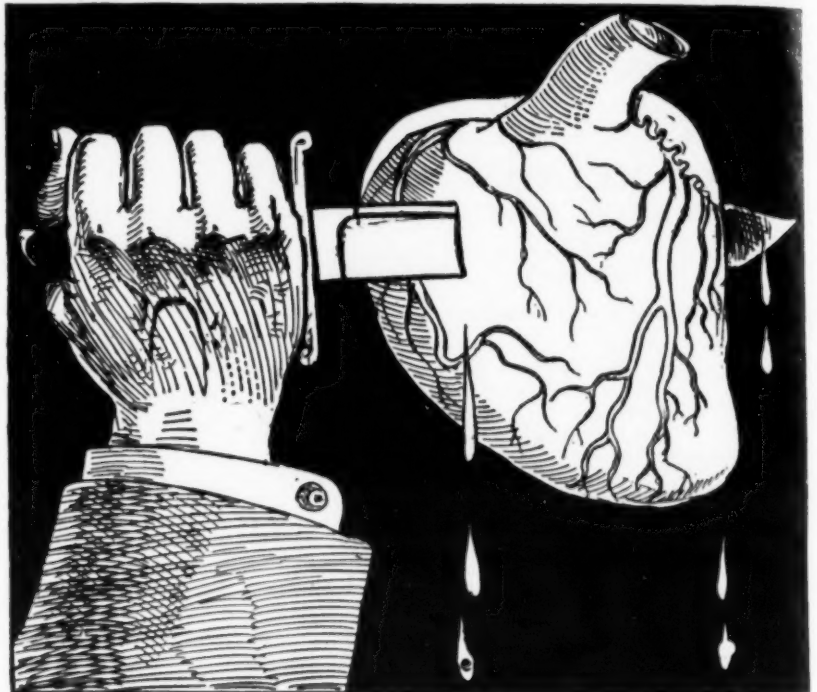
Salem, Mass. One of the objects of the Mack Industrial School is to fit its graduates for wage earners, and has equipped the school with a teacher fitted to teach scientific dressmaking and tailoring.

Ashland, Ky. A four-year commercial course has been adopted by the board of education. A thoroughly practical business education with all the honors of graduation are the advantages of this course.

Hamilton, Ia. Vocal music has been added to the studies now pursued.

## Heart Disease

**Some Facts Regarding the Rapid Increase of Heart Trouble.**



Heart trouble, at least among the Americans, is certainly increasing and while this may be largely due to the excitement and worry of American business life, it is more often the result of weak stomachs, of poor digestion.

Real organic disease is incurable; but not one case in a hundred of heart trouble is organic.

The close relation between heart trouble and poor digestion is because both organs are controlled by the same great nerves, the Sympathetic and Pneumogastric.

In another way, also, the heart is affected by the form of poor digestion, which causes gas and fermentation from half digested food. There is a feeling of oppression and heaviness in the chest caused by pressure of the distended stomach on the heart and lungs, interfering with their action; hence arises palpitation and short breath.

Poor digestion also poisons the blood, making it thin and watery, which irritates and weakens the heart.

The most sensible treatment for heart trouble is to improve the digestion and to insure the prompt assimilation of food.

This can be done by the regular use after meals of some safe, pleasant and effective digestive preparation like Stuart's Dyspepsia Tablets, which may be found at most drug stores, and which contains valuable, harmless digestive elements in a pleasant, convenient form.

It is safe to say that the regular persistent use of Stuart's Dyspepsia Tablets at meal time will cure any form of stomach trouble except cancer of the stomach.

Mrs. Lydia Bartram, of Assyria, Mich., writes: "I have suffered from stomach trouble for ten years and five different doctors gave me only temporary relief. A Mr. E. R. Page advised me to try Stuart's Dyspepsia Tablets and four boxes did me more permanent benefit than all the doctors' medicines that I have ever taken."

Mrs. G. H. Crotsley, of 538 Washington St., Hoboken, New Jersey, writes: "Stuart's Dyspepsia Tablets just fill the bill for children as well as for older folks. I've had the best of luck with them. My three-year-old girl takes them as readily as candy. I have only to say 'tablets' and she drops everything else and runs for them."

Miss Lelia Dively, 4627 Plummer St., Pittsburg, Pa., writes: "I wish everyone to know how grateful I am for Stuart's Dyspepsia Tablets. I suffered for a long time and did not know what ailed me. I lost flesh right along until one day I noticed an advertisement of these tablets and immediately bought a 50 cent box at the drug store. I am only on the second box and am gaining in flesh and color. I have at last found something that has reached my ailment."

Phil Brooks, Detroit, Mich., says: "Your dyspepsia cure has worked wonders in my case. I suffered for years from dyspepsia but am now entirely cured and enjoy life as I never have before. I gladly recommend them."

Full sized package of these tablets sold by druggists at 50 cents. Little book on stomach troubles mailed free. Address F. A. Stuart Co., Marshall, Mich.



# Directory for School Supplies

The names given below are those of the leading and most reliable School Supply Houses in the United States. None other can receive a place in this Directory. Everything required in or about a School House may be secured promptly and at the lowest market price by ordering from these Firms.

**ARCHITECTS—SCHOOL.**  
I P Hicks.....Omaha, Neb  
Gmeyer & Thori.....St. Paul, Minn  
W H Parsons & Son Co.....Des Moines, Ia

**APPARATUS—GENERAL.**  
The A H Andrews Co.....Chicago  
Columbia School Supply Co.....Chicago  
E W A Rowles.....Indianapolis, Ind  
Standard School Furn Co.....Chicago  
Caxton Co.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Central Sch Supp H.....Chicago & N Y  
Haney Sch F Co.....Grand Rapids, Mich

**APPARATUS—SCIENTIFIC.**  
Columbia School Supply Co.....Chicago  
Bunde & Upmeyer.....Milwaukee  
Central School Supply House.....Chicago  
**BADGES.**  
Central School Supply House.....N Y  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furniture Co.....Chicago  
C F Weber & Co.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Phillips Sch Supp H.....Williamsport, Pa  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.

**BELLS—DEALERS.**  
Central School Supply House.....N Y  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furniture Co.....Chicago  
C F Weber & Co.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Phillips Sch Supp H.....Williamsport, Pa  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.  
**BELLS—MANUFACTURERS.**  
St Louis Bell Foundry.....St Louis  
Am Bell Foundry.....Northville, Mich  
E W Van Duzen Co.....Cincinnati, O

**BLACKBOARDS—COMPOSITION.**  
New York Silicate Slate Co.....New York  
Weber, Costello & Fricke Co.....Chicago  
Central Sch Supp H.....Chicago & N Y  
The A H Andrews Co.....Chicago  
Union School Furnishing Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furniture Co.....Chicago  
Caxton Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Haney Sch F Co.....Grand Rapids, Mich  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.  
Am School Furn Co.....N. Y., Chicago  
**BLACKBOARDS—OUTLINE.**  
F L Haskell.....Chicago  
Chapman Bros. & Co.....Seattle, Wash.  
**BLACKBOARDS—SLATE.**  
Excelsior Slate Co.....Pen Argyl, Pa  
E J Johnson & Co.....Boston  
Chandler Adj Chair & Desk.....Boston  
Central Sch Supp H.....Chicago & N Y  
American School Furn Works.....Chicago  
Cleveland School Furn Co.....Cleveland  
Grand Rapids School Furn Co.....Grand Rapids  
Thos Kane & Co Works.....Racine  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Columbia School Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Haney Sch F Co.....Grand Rapids, Mich  
N Y Silicate Book Slate Co.....New York  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
Standard Cabinet Works.....Buffalo, N.Y.  
N. J. Church School Furniture Co.....Trenton, N. J.  
Am School Furn Co.....N. Y., Chicago

**BLACKBOARDS—SLATE.**  
Excelsior Slate Co.....Pen Argyl, Pa  
E J Johnson & Co.....Boston  
Chandler Adj Chair & Desk.....Boston  
Central Sch Supp H.....Chicago & N Y  
American School Furn Works.....Chicago  
Cleveland School Furn Co.....Cleveland  
Grand Rapids School Furn Co.....Grand Rapids  
Thos Kane & Co Works.....Racine  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Columbia School Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Haney Sch F Co.....Grand Rapids, Mich  
N Y Silicate Book Slate Co.....New York  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
Standard Cabinet Works.....Buffalo, N.Y.  
N. J. Church School Furniture Co.....Trenton, N. J.  
Am School Furn Co.....N. Y., Chicago  
**BLANKS.**  
(See School Blanks.)  
**BLINDS.**  
Central Sch Supp H.....Chicago & N Y  
Standard School Furn Co.....Chicago  
E W A Rowles.....Chicago  
The A H Andrews Co.....Chicago  
Central School Supply Co.....Chicago  
L A Murray & Co.....Kilbourn, Wis  
**BOOK-COVERS.**  
Holden Book Cover Co.....Springfield, Mass  
Stroughurst Mfg. Co.....Stroughurst, Ill.

**BOOK DISINFECTING CABINETS.**  
Standard Cabinet Works.....Buffalo, N.Y.  
**BRUSHES.**  
(For Dustless Sweeping)  
Milw. Dustless Brush Co.....Milwaukee, Wis  
**CAPS AND GOWNS.**  
Cotrell & Leonard.....Albany, N. Y.

**CHARTS.**  
Central Sch Supp H.....Chicago & N Y  
The A H Andrews Co.....Chicago  
Thomas Kane & Co.....Racine, Wis  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Rand, McNally & Co.....Chicago  
The Caxton Co.....Chicago  
Union School Furnishing Co.....Chicago  
A J Nystrom & Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Haney Sch F Co.....Grand Rapids, Mich  
Milton-Bradley Co.....Springfield, Mass  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.  
Am School Furn Co.....N. Y., Chicago  
**CLASS PINS.**  
Bunde & Upmeyer.....Milwaukee, Wis  
**CLOCKS—PROGRAM.**  
Columbia School Supply Co.....Chicago  
Fred Frick Clock Co.....Waynesboro, Pa  
**COMMERCIAL STATIONERY.**  
Central Sch Supp H.....Chicago & N Y  
McConnell Sch Supply Co.....Phila  
The Caxton Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
**CRAYON.**  
The A H Andrews Co.....Chicago  
Union School Furnishing Co.....Chicago  
American School Furn Co.....Chicago  
Grand Rapids School Furn Co.....Grand Rapids  
Thos Kane & Co Works.....Racine  
Standard School Furn Co.....Chicago  
Rand, McNally & Co.....Chicago  
E W A Rowles.....Chicago  
Chandler Adj Chair & Desk.....Boston  
Works.....Boston  
McConnell Sch Supply Co.....Phila  
Central Sch Supp H.....Chicago & N Y  
**DIPLOMAS.**  
Central Sch Supp H.....Chicago & N Y  
E W A Rowles.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell Sch Supply Co.....Phila  
Sterling Sch Supp Co.....Mt Sterling, Ill  
Standard School Furn Co.....Chicago  
Phillips Sch Supp H.....Williamsport, Pa

**DOOR SPRINGS FOR SCHOOLS.**  
Yale & Towne Mfg Co.....New York  
**DRAWING SUPPLIES.**  
Milton-Bradley Co.....Springfield, Mass  
Thos Charles Co.....Chicago  
Prang Ed Co.....Boston, N Y & Chicago  
E W A Rowles.....Chicago  
**DRAWING TABLES.**  
Hetterschled Mfg Co.....Grand Rapids  
**ENGRAVERS.**  
Clark Engraving Co.....Milwaukee  
**ERASERS.**  
Weber, Costello & Fricke Co.....Chicago  
N Y Silicate Slate Co.....Chicago  
Central Sch Supp H.....Chicago & N Y  
Eberhard Faber.....Chicago  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Rand, McNally & Co.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Am School Furn Co.....N. Y., Chicago  
**FINE STATIONERY.**  
Bunde & Upmeyer.....Milwaukee  
Phillips Sch Supp H.....Williamsport, Pa

**FOUNTAIN PENS.**  
L E Waterman Co.....New York  
**FLAGS AND BUNTING.**  
(Dealers.)  
The A H Andrews Co.....Chicago  
Central Sch Supp H.....Chicago  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Weber, Costello, Fricke Co.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell School Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Phillips Sch Supp H.....Williamsport, Pa  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.  
**GLOBES.**  
Chandler Adj Chair & Desk.....Boston  
American School Furn Co.....Chicago  
Cleveland School Furn Works.....Chicago  
Grand Rapids School Furn Co.....Chicago  
Thos Kane & Co Works.....Racine  
The A H Andrews Co.....Chicago  
The Caxton Co.....Chicago  
E W A Rowles.....Chicago  
Rand, McNally & Co.....Chicago  
Standard School Furn Co.....Chicago  
Weber, Costello & Fricke Co.....Chicago  
A J Nystrom & Co.....Chicago  
McConnell Sch Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
**GLOBES (Pendent).**  
L P Denoyer & Co.....Appleton, Wis  
**HEATING AND VENTILATING.**  
Lewis & Kitchen.....Kansas City & Chic  
Magee Furnace Co.....Boston  
**INK.**  
Harry D Kirk.....Chicago  
E W A Rowles.....Chicago  
**INK WELLS.**  
Squires Ink Well Co.....Pittsburg  
Weber, Costello, Fricke Co.....Chicago  
E W A Rowles.....Chicago  
**KINDERGARTEN SUPPLIES.**  
Milton-Bradley Co.....Springfield, Mass  
Thos Charles Co.....Chicago  
C W Jacob & Allison.....New York  
**LANTERN SLIDES.**  
McIntosh Stereopticon Co.....Chicago  
**LIQUID SLATING.**  
F L Haskell.....Chicago  
E W A Rowles.....Chicago  
Phillips Sch Supp H.....Williamsport, Pa  
**MANUAL TRAINING SUPPLIES.**  
E H Sheldon Co.....Evanston, Ill  
Hammacher & Schlemmer.....New York  
Chandler & Barber.....Boston  
Milton-Bradley Co.....Springfield, Mass  
**MAGIC LANTERNS.**  
McIntosh Stereopticon Co., Dept.  
Central Sch Supp H.....Chicago & N Y  
McAllister, Mfg. Optician.....New York  
**MAPS.**  
Central Sch Supp H.....Chicago & N Y  
The A H Andrews Co.....Chicago  
Rand, McNally & Co.....Chicago  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Weber, Costello, Fricke Co.....Chicago  
Caxton Co.....Chicago  
A J Nystrom & Co.....Chicago  
McConnell School Supply Co.....Phila  
L A Murray & Co.....Kilbourn, Wis  
Haney Sch F Co.....Grand Rapids, Mich  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.

**OPERA CHAIRS.**  
A H Andrews Co.....Chicago  
Chapman Bros. & Co.....Seattle, Wash.  
Cincinnati Seating Co.....Cincinnati, O  
Eureka Mfg. Co.....Warren, O  
Standard Cabinet Works.....Buffalo, N.Y.  
Am School Furn Co.....N. Y., Chicago  
Thos Kane & Co.....Racine, Wis  
Grand Rapids School Furniture Works.....Grand Rapids, Mich  
E W A Rowles.....Chicago  
**ORGANS AND PIANOS.**  
Wing & Son.....527-529 W. 13th St., New York  
**PENCILS.**  
Dixon Crucible Co.....Jersey City, N J  
Eberhard Faber.....New York  
Eagle Pencil Co.....Chicago  
**PENCIL SHARPENERS.**  
F H Cook & Co.....Leominster, Mass  
E W A Rowles.....Chicago  
Standard School Furn Co.....Chicago  
Union School Furnishing Co.....Chicago  
N Y Silicate Slate Co.....New York  
Phillips Sch Supp H.....Williamsport, Pa  
**PENS.**  
(Manufacturers.)  
Eagle Pencil Co.....New York  
The Esterbrook Pen Co.....Chicago  
(Dealers.)  
Eberhard Faber.....Boston  
Hammett, J L Co.....Boston  
E W A Rowles.....Chicago  
**PHYSICAL AND CHEMICAL APPARATUS.**  
Columbia School Supply Co.....Chicago  
E W A Rowles.....Chicago  
Central Scientific Co.....Chicago  
L A Murray & Co.....Kilbourn, Wis  
Phillips Sch Supp H.....Williamsport, Pa  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.  
**PRISM GLASS.**  
Am Luxfer Prism Co.....Chicago, N. Y  
New York Prism Co.....New York  
**PROJECTION LANTERNS.**  
McIntosh Stereopticon Co.....Chicago  
E W A Rowles.....Chicago  
**PROJECTION SCREENS.**  
McIntosh Stereopticon Co.....Chicago  
**RELIEF GLOBES.**  
Hammett, J L Co.....Boston, N Y  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago  
**RELIEF MAPS.**  
Central Sch Supp H.....Chicago & N Y  
The A H Andrews Co.....Chicago  
Hoopes Relief Map Co.....Buffalo  
**RUBBER BANDS.**  
Eberhard Faber.....New York  
**SANITARY APPLIANCES.**  
N O Nelson Mfg Co.....St Louis, Mo  
**SCHOOL BLANKS.**  
Central Sch Supp H.....Chicago & N Y  
The A H Andrews Co.....Chicago  
The Caxton Co.....Chicago  
E W A Rowles.....Chicago  
Weber, Costello, Fricke Co.....Chicago  
Standard School Furn Co.....Chicago  
Rand, McNally & Co.....Chicago  
Union School Furnishing Co.....Chicago  
McConnell Sch Supply Co.....Phila  
Phillips Sch Supp H.....Williamsport, Pa  
L A Murray & Co.....Kilbourn, Wis  
Am School Furn Co.....N. Y., Chicago  
**SCHOOL FURNITURE.**  
N. J. School-Church Furniture Co.....Trenton, N. J.  
Favorite School Desk Co.....Cleveland, O  
Dept A.....Cleveland, O  
Chandler Desk & Seat Co.....Boston  
Am School Furn Co.....New York, Chicago  
Union School Furnishing Co.....Chicago  
The Caxton Co.....Chicago  
Central Sch Supp H.....Chicago & N Y  
The A H Andrews Co.....Chicago  
E W A Rowles.....Chicago

Standard School Furn Co.....Chicago  
McConnell Sch Supply Co.....Phila  
Cleveland Sch Furn Co.....Cleveland, O  
Eureka Mfg. Co.....Warren, O  
Grand Rapids Sch Furn Co.....Grand Rapids, Mich  
Haney Sch F Co.....Grand Rapids, Mich  
L A Murray & Co.....Kilbourn, Wis  
Thomas Kane & Co.....Racine, Wis  
Moore Mfg Co.....Springfield, Mo  
Piqua School Furn Co.....Piqua, O  
Milton-Bradley Co.....Springfield, Mass  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
N. J. Church School Furniture Co.....Trenton, N. J.  
Cincinnati Seating Co.....Cincinnati, O  
Standard Cabinet Works.....Buffalo, N.Y.

**SCHOOL REGISTERS.**  
Centennial Sch Sup Co.....Denver, Colo  
**SCHOOL ROOM SCULPTURE.**  
C. Hennecke Co.....Milwaukee  
**SCHOOL SOUVENIRS.**  
Prof G Bixler.....Chicago  
**SCHOOL SUPPLIES.**  
Prang Educational Co.....New York, Chicago, Boston  
Chandler Adj Chair & Desk.....Boston  
Works.....Boston  
Chandler & Barber.....Boston  
Peckham, Little & Co.....New York  
J W Schermerhorn & Co.....Chicago  
American Sch Furn Co.....Chicago  
Cleveland Sch Furn Works.....Chicago  
Grand Rapids Sch Furn Co.....Chicago  
Thos Kane & Co Works.....Chicago  
N Y Silicate Slate Co.....Chicago  
Central School Supp H.....Chicago  
Jas B Wilson.....New York  
McConnell Sch Supply Co.....Phila  
Columbia School Supply Co.....Indianapolis, Ind  
The A H Andrews Co.....Chicago  
The Caxton Co.....Chicago  
E W A Rowles.....Chicago  
Rand, McNally & Co.....Chicago  
Standard School Furn Co.....Chicago  
Weber, Costello, Fricke Co.....Chicago  
Union School Furnishing Co.....Chicago  
A J Nystrom & Co.....Chicago  
Thomas Kane & Co.....Racine, Wis  
L A Murray & Co.....Kilbourn, Wis  
Haney Sch F Co.....Grand Rapids, Mich  
Milton-Bradley Co.....Springfield, Mass  
Phillips Sch Supp H.....Williamsport, Pa  
Chapman Bros. & Co.....Seattle, Wash.  
Cincinnati Seating Co.....Cincinnati, O  
N. J. Church School Furniture Co.....Trenton, N. J.  
Standard Cabinet Works.....Buffalo, N.Y.  
Centennial Sch Sup Co.....Denver, Colo

**TEACHERS' AGENCIES.**  
Central Teachers' Agcy.....Columbus, O  
Nat'l Educational Bureau.....Harrisburg, Pa  
N E Teachers' Exchange.....Providence, R I  
Schermerhorn Teachers' Agency.....New York  
Pratt Teachers' Agency.....Syracuse  
Syracuse Teachers' Agency.....Syracuse, N.Y.  
School Bulletin Agency.....Syracuse, N.Y.  
Albany Teachers' Agency.....Albany  
Rome Teachers' Agency.....Rome, N. Y.  
Teachers' Exchange.....Boston  
Edmonds' Ed Exchange.....Chicago  
Fisher's Teachers' Agency.....Chicago  
Albert Teachers' Agency.....Chicago  
Clark Teachers' Agency.....Chicago  
Union Teachers' Agency.....Chicago  
McCullough Teachers' Agency.....Chicago  
Independent Teachers' Agency.....Waterloo, Ia  
Dewberry's Sch Agy.....Birmingham, Ala  
N. W. Teachers' Bur.....Madison, Wis  
Amer Teachers' Ag'y.....Memphis, Tenn  
**TYPEWRITERS.**  
Densmore Typewriter Co.....N Y City  
Smith-Premier Typewriter Co.....Syracuse, N Y  
Remington Typewriter Co.....New York  
Williams Typewriter Co.....Derby, Conn.  
**WINDOW SHADES.**  
E W A Rowles.....Chicago

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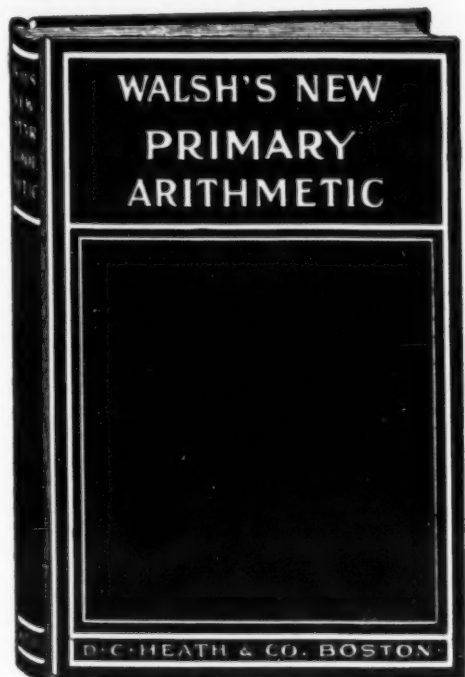
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Public School, Abingdon, Ill.	Public School, Heyworth, Ill.	Public School, Mt. Pulaski, Ill.
" " Alta, Ill.	" " Homer, Ill.	" " Mounts, Ill.
" " Antioch, Ill.	" " Honey Bend, Ill.	" " Mt. Vernon, Ill.
" " Bath, Ill.	" " Howard, Ill.	" " Mowqua, Ill.
" " Belvidere, Ill.	" " Hustonville, Ill.	" " Nelson, Ill.
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" " Bondville, Ill.	" " Isabel, Ill.	State Nor. Sch., Normal, Ill.
" " Brick, Ill.	" " Ivesdale, Ill.	Public School, North, Ill.
" " Broadlands, Ill.	" " Seaton, Ill.	" " Oak Grove, Ill.
" " Brocton, Ill.	" " Seneca, Ill.	" " Oakland, Ill.
" " Burr Oak, Ill.	" " Sidney, Ill.	" " Ogden, Ill.
W. Normal Col., Bushnell, Ill.	" " Staley, Ill.	" " Oregon, Ill.
Public School, Carthage, Ill.	" " Stringtown, Ill.	" " Paris, Ill.
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